

# DOCUMENT RESUME

ED 208 195

CE 030 267

**AUTHOR** Butler, Matilda; And Others  
**TITLE** Promising Programs for Sex-Fair Vocational Education.  
**INSTITUTION** American Association of Community and Junior Colleges, Washington, D.C.; Far West Lab. for Educational Research and Development, San Francisco, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.  
**SPONS AGENCY** Office of Vocational and Adult Education (ED), Washington, D.C.  
**PUB DATE** Jun 81  
**CONTRACT** 300-80-0553  
**NOTE** 311p.; For a related document see CE 030 382.  
**EDRS PRICE** MF01/PC13 Plus Postage.  
**DESCRIPTORS** Case Studies; Disabilities; Displaced Homemakers; Educational Needs; Educational Objectives; \*Educational Practices; Financial Support; Job Skills; Job Training; Learning Activities; Minority Groups; Models; Nontraditional Occupations; Outcomes of Education; Postsecondary Education; Pregnant Students; Program Descriptions; \*Program Development; \*Program Effectiveness; \*Program Implementation; School Districts; Secondary Education; \*Sex Fairness; Success; \*Vocational Education

## ABSTRACT

This collection of program descriptions consists of case studies of 47 programs that contain promising approaches to sex-fair vocational education. The case studies (which represent programs in 39 states and the District of Columbia) describe programs that address the educational and job-skill training needs of such groups as displaced homemakers, pregnant teenagers and teenage parents, handicapped persons, minority women and men, vocational educators, administrators, and women and men interested in non-traditional occupations. Each of the case studies begins with a one-page summary (containing the project address, target audience, occupational area, description, outcomes, and funding), followed by brief setting and history sections. Outlined in the remainder of each program description are project objectives, characteristics, activities, materials, outcomes, staffing, future direction, and replication. A contact section provides the names and addresses of program representatives and, when possible, state sex equity coordinators. (MN)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

# Promising Programs for Sex-Fair Vocational Education

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

✓ This document has been reproduced as  
received from the person or organization  
originating it.

□ Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy.



Far West Laboratory for Educational Research and Development  
San Francisco, California

Matilda Butler, Principal Investigator  
Jacqueline Haveman  
Parki Hoeschler  
Lisa Hunter



American Association for  
Community and Junior Colleges  
Washington, DC

Carol Eliason,  
Subcontract Principal Investigator  
Dorothy Miller  
Carole Sturgis



The National Center for Research  
in Vocational Education  
Columbus, Ohio

Lucille Campbell Thrane,  
Subcontract Principal Investigator  
Maureen Kelly  
Rodney Spain  
Louise Vetter

Jean Marzone, Compiler  
Kendra Bonnett, Editor

June 1981



The research reported herein was performed pursuant to contract number 300800553 with the U.S. Department of Education, Office of Vocational and Adult Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government or the Far West Laboratory for Educational Research and Development.

## TABLE OF CONTENTS

|                                                                                                          |     |
|----------------------------------------------------------------------------------------------------------|-----|
| Introduction. . . . .                                                                                    | i   |
| ALABAMA: Enterprise State Junior College's Displaced<br>Homemaker Project. . . . .                       | 1   |
| ARIZONA: New Frontiers. . . . .                                                                          | 7   |
| ARKANSAS: Model Sex Equity Project . . . . .                                                             | 17  |
| CALIFORNIA: Blue Collar Information Project. . . . .                                                     | 27  |
| CALIFORNIA: Career Options for Teenage Parents . . . . .                                                 | 33  |
| COLORADO: Job Readiness Training . . . . .                                                               | 41  |
| CONNECTICUT: Pre-Employment Training Program for Displaced<br>Homemakers in the Machine Trades . . . . . | 51  |
| DELAWARE: "INTO" Introduction to Nontraditional<br>Occupations. . . . .                                  | 57  |
| DELAWARE: Women's Correctional Institute Arts Workshop:<br>Furniture Building . . . . .                  | 63  |
| DISTRICT OF<br>COLUMBIA: Student Leaders Vocational Education Project . . . . .                          | 67  |
| FLORIDA: The Nontraditional Technical Training Program. . . . .                                          | 71  |
| FLORIDA: Women's Education Development Incentive. . . . .                                                | 77  |
| GEORGIA: Eliminating Sex Prejudices in Visually Impaired<br>Populations. . . . .                         | 83  |
| HAWAII: Equal Goals in Occupations . . . . .                                                             | 89  |
| ILLINOIS: Cement Masons/Laborers Apprentice Training . . . . .                                           | 95  |
| ILLINOIS: Models of and for Women Aspiring to and in<br>Vocational Education Administration. . . . .     | 101 |
| IOWA: Demonstration Center for Displaced Homemakers<br>and Other Special Groups . . . . .                | 107 |
| KANSAS: Sensitivity Training in Occupational<br>Stereotypes. . . . .                                     | 113 |
| LOUISIANA: Career Exploration Institute for Women . . . . .                                              | 119 |
| MAINE: Women's Training and Employment Program. . . . .                                                  | 125 |

|                |                                                                                                                                                                                                                                    |     |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| MARYLAND:      | Prevocational Orientation Program Working Model for Dundalk Middle School. . . . .                                                                                                                                                 | 131 |
| MASSACHUSETTS: | Evaluation of Curriculum -- Culinary Arts. . . . .                                                                                                                                                                                 | 137 |
| MICHIGAN:      | Achieving Sex Equity Through Students. . . . .                                                                                                                                                                                     | 143 |
| MINNESOTA:     | Expanded Career Choices. . . . .                                                                                                                                                                                                   | 149 |
| MISSOURI:      | An Outreach Program to Involve Rural Women in Technical Education . . . . .                                                                                                                                                        | 155 |
| NEBRASKA:      | The Elimination of Sex Bias in Counseling, Scheduling and Enrollment of Southeast Community College -- Lincoln Campus. . . . .                                                                                                     | 163 |
| NEVADA:        | Clark County Community College Displaced Homemaker Center . . . . .                                                                                                                                                                | 171 |
| NEW JERSEY:    | Project Freedom. . . . .                                                                                                                                                                                                           | 179 |
| NEW MEXICO:    | Consumer Homemaking Skills for Cadets, Grades 9-12 at New Mexico Military Institute. . . . .                                                                                                                                       | 185 |
| NEW YORK:      | Project MOVE (Maximizing Options in Vocational Education) -- Statewide Courses and Other Strategies for Achieving Sex Equity in Vocational Education. . . . .                                                                      | 193 |
| NEW YORK:      | Women's Career Program at Erie Community College for the Disadvantaged Single Parent. . . . .                                                                                                                                      | 199 |
| NORTH DAKOTA:  | Pioneers in Equality: Expanding Role Options Through Vocational Education . . . . .                                                                                                                                                | 205 |
| OHIO:          | Displaced Homemaker Project. . . . .                                                                                                                                                                                               | 213 |
| OHIO:          | A Model Development for Recruitment, Retention, and Placement of Female Students in Secondary Vocational Education Programs Which Have Traditionally Been for Males and The Dissemination Service for Sex Equity Information . . . | 219 |
| OREGON:        | Phone-In Education System. . . . .                                                                                                                                                                                                 | 225 |
| PENNSYLVANIA:  | Programmatic Approach to Create Awareness and Provide Strategies for Dealing with the Issues of Sex Bias, Sex Discrimination, and Sex Stereotyping in Vocational Education Programs in Western Pennsylvania. . . . .               | 233 |

|                 |                                                                                                                                         |     |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----|
| RHODE ISLAND:   | Exploring Sex Roles in Vocational Education and Society. . . . .                                                                        | 241 |
| SOUTH CAROLINA: | Opening New Doors: A Program for Displaced Homemakers . . . . .                                                                         | 247 |
| SOUTH DAKOTA:   | South Dakota Displaced Homemakers Program. . . . .                                                                                      | 253 |
| TENNESSEE:      | Basic Electronics and Television Repair. . . . .                                                                                        | 261 |
| TEXAS:          | Professional Truck Operations. . . . .                                                                                                  | 265 |
| TEXAS:          | Vocational Education Program to Reduce Unemployment Rate of Youth and Sex Stereotyping in Vocational Education in Urban Areas . . . . . | 275 |
| UTAH:           | Project VOTE: Vocational Opportunity Through Equity . . . . .                                                                           | 283 |
| VIRGINIA:       | Recruitment of Students of the Minority Sex into Vocational Program Areas Historically Dominated by One Sex . . . . .                   | 291 |
| WASHINGTON:     | Non-Traditional Career Information and Counseling Center and Women's Employment Network . . .                                           | 297 |
| WEST VIRGINIA:  | Vocational Exploration for Women in Non-Traditional Areas. . . . .                                                                      | 307 |
| WISCONSIN:      | Milwaukee Career Orientation and Women's Bureau. . . .                                                                                  | 313 |
|                 | State Vocational Education Sex Equity Coordinators. . . . .                                                                             | 319 |
|                 | Index . . . . .                                                                                                                         | 325 |



## INTRODUCTION

The 1960's and 1970's stand forth as the watershed years for educational equity in the United States. Title VI of the Civil Rights Act of 1964 was a landmark in educational civil rights legislation, while Title IX of the 1972 Education Amendments and the Women's Educational Equity Act advanced the issues of sex equity and sex fairness. Title II of the 1976 Education Amendments directed considerable attention to sex bias and sex discrimination concerns. This historic legislation went beyond making sex discrimination in vocational education programs in states receiving Federal monies illegal. It mandated that states must include programs and objectives within their annual and five-year plans to reduce sex stereotyping and that they must appoint full-time State Sex Equity Coordinators. More importantly, it provided funding for these activities.

For the first time, the specific needs of women and girls for vocational education and job training were being addressed. The resulting Federal Vocational Education Rules and Regulations encouraged the development and implementation of sex-fair programs and resource materials, ranging from apprenticeships and work-study to industrial arts training and vocational education student organizations. Women were assured the opportunity to enroll in training programs for nontraditional occupations.

With the increasing number of sex-fair vocational education programs and materials, the Department of Education's Office of Vocational and Adult Education (OVAE) recognized a need for the development of a support system. Therefore, in 1979, it funded the Sex Equity in Vocational Education Project, authorizing the development of products and provision of information dissemination services designed to:

- Improve State Sex Equity Coordinator's access to information and materials on sex-equity programs, materials, and techniques;
- Increase awareness among the educational community regarding sex equity requirements and accomplishments in vocational education, and;
- Improve mechanisms for mainstreaming concerns for sex equity.

The project is being conducted at Far West Laboratory for Educational Research and Development in association with two subcontractors, The National Center for Research in Vocational Education and the American Association of Community and Junior Colleges.

The first report of this project is Promising Programs for Sex-Fair Vocational Education. This volume documents 47 promising approaches to sex-fair vocational education training. They address the educational and job skill training needs of displaced homemakers, pregnant teenagers and teenage parents, handicapped persons, minority women and men, vocational educators and administrators, and women and men interested in

nontraditional occupations, to name a few. The case studies offer suggestions and direction to anyone considering implementing a new vocational education program or redesigning an existing one.

The program selection process began with a questionnaire developed by the OVAE staff and mailed to all State Sex Equity Coordinators. Respondents were asked to identify what they considered to be exemplary sex-fair programs and materials in their respective states, highlighting the objectives, operating procedures, design, and expected outcomes of their choices. From those nominated, we chose promising programs from 39 states and from the District of Columbia as well as one CETA-coordinated program from each of the six OVAE-designated regional networks. The latter are sponsored jointly by Vocational Education Act and Comprehensive Employment and Training Act monies.

In addition to the programs' quality and geographic location, certain other criteria figured into the selection process. For example, the programs represent the variety of populations served, the needs of both secondary and postsecondary students, the innovativeness of operating concepts and procedures, adaptability to other programs and locations, and their adherence to the principles of sex equity. Finally, we acknowledged the earlier and precedent-setting work of the American Institutes for Research's Vocational Education Equity Study. Their publication, Case Studies and Promising Approaches (March 1979), describes 24 programs which, with only two exceptions, we were careful not to redocument. Readers of our volume are encouraged to also consult the excellent AIR publication.

Members of our program staff visited each program site. There they collected program materials and products, interviewed both students and staff, and recorded their personal observations. This information became the basis for their written reports. The case studies average about eight pages in length. Each begins with a one-page Program Summary, followed by brief Setting and History sections. The Description is the longest section and includes subheadings of Objectives, Characteristics, Activities, Materials, Outcomes, Staffing, Future Direction, and Replication. For the convenience of those who want additional information, the Contact section provides the name and address of a program representative, when possible, and the State Sex Equity Coordinator.

Promising Programs for Sex-Fair Vocational Education is one of four products that we are producing during this project. Other materials include:

- Resources and References for Sex-Fair Vocational Education -- an annotated compilation of sex-fair vocational education materials funded under the Vocational Education Act as well as those identified through sex equity information resources (e.g., ERIC, Women's Educational Equity Communications Network database, Education Development Center).
- Vocational Education: The Role of Women and Men in the Reindustrialization of America, Conference Proceedings --

a summary of the agenda, proceedings, and participants in the National Sex Equity Conference held in April, 1981.

- Sex Equity Training Manuals -- a series of eight manuals enabling users to conduct workshops on mainstreaming sex equity techniques and programs in the designated occupational areas (i.e., agriculture, business, trade and industry, distributive education, home economics, health, industrial arts, and technical education).

Although the case studies are summary descriptions and not detailed program manuals, we feel that they contain ideas and suggestions useful to vocational education program developers. More specific information is available directly from the program or the Department of Education in the state funding it. We urge readers to adapt and/or adopt procedures and materials in ways that are most appropriate to their needs. Our objective is to encourage and facilitate the development of sex-fair vocational education practices in the various states, districts, and schools.

We would like to thank the following directors, staff members and participants of the programs described in this volume who generously gave of their time during the site visits, sharing their reports and materials as well as their experiences.

#### ALABAMA

Enterprise State Junior College's  
Displaced Homemaker Project

Mary D. Bauer  
Doris Hawkins  
Julia Longwell  
Mary Mills  
Ruth Murphy  
Joseph D. Talmadge  
Linda C. Wilson  
Shirley H. Woodie

#### ARIZONA

New Frontiers

Heather Alberts  
Ann Ball  
Joyce House  
Geri Lucas  
Annette Mills  
Joan Romo

#### ARKANSAS

Model Sex Equity Project

Richard Gaines  
Georgia Shocklee

#### CALIFORNIA

Blue Collar Information Project

Toni Garcia  
Kathy Omachi  
Marianna Rivera  
Ivy Salone  
Juanita Williams

Career Options for Teenage Parents

Marlene Angeles  
Trish Casey  
Don Isbell

COLORADO

Job Readiness Training

Karen Chronowski  
Joyce Forney  
Diette Oshrin  
Debbie Perry

CONNECTICUT

Pre-Employment Training Program for  
Displaced Homemakers in the Machine  
Trades

Carole C. Aiken  
Peg Atherton  
Lee Taylor Austin  
Lorraine Baker  
Lorraine Domijan  
Debra Forrest  
Donna Harper  
Carol Jorge  
Audrey Kincade  
Sandi La Jeunesse  
Kathleen Lloyd  
Judith Newman  
Donald Nichols  
Emma Oliver  
Luz Helene Perez  
Patricia Rondeau  
Crystal Scarratt  
Sherry Schuh  
Barbara Siegel  
Julia Stott  
Mary Tackowiak  
Jean Whitman  
Irene Willard

DELAWARE

"INTO" Introduction to Nontradi-  
tional Occupations

Rebecca Addeson  
Joseph Ambrosino  
Yolanda Jones  
Lee Morrow  
Elaine Steinacker  
Sue Stones  
Vannessa Tucker  
Barbara Walker

Women's Correctional Institute Arts  
Workshop: Furniture Building

Joyce Brabner

DISTRICT OF COLUMBIA

Student Leaders Vocational Education  
Project

Nora Ferguson  
Minnie Johnson  
Eunice Wright Jones  
Roger Muldrow  
Rose Queen

FLORIDA

The Nontraditional Technical  
Training Program

Ann Bromley  
Charlotte C. Carney  
Jack Fuller  
Barbara Kennedy  
Pat Schwallie  
Deborah L. Vetter

Women's Educational Development  
Incentive

Patricia DePree  
Elena Flom  
Jim Morris  
Marilyn Vander Lugt  
Diane Williams  
Karen Wisniski  
Laura Woodward

GEORGIA

Eliminating Sex Prejudices in  
Visually Impaired Populations

Anita Barrenton  
Richard E. Hyer, Jr.  
Mr. Mason  
Faye Mullis  
Mr. Pickett  
Barbara Stevenson  
Nancy Westwood  
Miss Wright



## HAWAII

### Equal Goals in Occupations

Vernon Masuda  
Nellie Matsunami  
Willis Matooka  
George Shon  
May Wada  
Barbara White

## ILLINOIS

### Cement Masons/Laborers Apprentic- ship Training

Rogers Conner  
Ralph Shellito  
Kurt Stitler  
Dean Turner  
Rosetta Wheadon

### Models of and for Women Aspiring to and in Vocational Education Administration

Marcia Anderson  
James Parker  
Lloyd Yates

## IOWA

### Demonstrative Center for Displaced Homemakers and Other Special Groups

Sheri Becker  
Janet Criswell  
Mona Gwinn  
Loretta Hudson  
Barbara Logan  
Stephen Poort  
Robert Wells

## KANSAS

### Sensitivity Training in Occupa- tional Stereotypes

Donald Hartman  
Joyce Hartman  
George Ptacek  
Elizabeth Stevens

## LOUISIANA

### Career Explorative Institute for Women

Bill Eppler  
Bill Shaw  
Charles Womack

## MAINE

### Women's Training and Employment Program

David W. Bustin  
Marcia Golembeski  
Diane Paige  
Barbara Patterson  
Sarah Shed  
Leila Stockwell

## MARYLAND

### Prevocational Orientation Program Working Model for Dundalk Middle School

Paul Arend  
Gregory Hart  
Alfred Marsilio

## MASSACHUSETTS

### Evaluation of Curriculum -- Culinary Arts

Beverly Lydiard  
Linda Upton  
Ruth Wales

## MICHIGAN

### Achieving Sex Equity Through Students

June Danhoff  
Bonnie Hansen Groh  
Roger Gustafson  
Vicki Healy  
Tammy Lippens  
Bill Morrison  
John W. Peterson



MICHIGAN (cont.)

Phyllis Ritter  
Ivan Ryan

MINNESOTA

Expanded Career Choices

Donna Boben  
Jean Eaton  
Maryann Espe  
Don Ingram  
Marge Kirchhoff  
Kay Runge

MISSOURI

An Outreach Program to Involve  
Rural Women in Technical  
Education

Karen Buckman  
Cathy Pfeiffer  
James Symmonds

NEBRASKA

The Elimination of Sex Bias in  
Counseling, Scheduling and  
Enrollment of Southeast  
Community College -- Lincoln  
Campus

M.L. Allen  
David Buettner  
Gerald D. Gruber  
Carol Spencer Hiske

NEVADA

Clark County Community College  
Displaced Homemaker Center

Fern Latino

NEW JERSEY

Project Freedom

Anne Allen  
Rita Caccamise  
Sue Cantor  
Rita Hagen  
Jane A. Henry  
Joyce Hutson

NEW MEXICO

Consumer Homemaking Skills for Cadets,  
Grades 9-12 at New Mexico Military  
Institute

Dawnell Massey

NEW YORK

Project MOVE

Linda Dresher  
Charlotte J. Farris  
Bill Hooper  
Jean Moschetto  
Phyllis Smith  
Jo Wilson

Women's Career Program at Erie  
Community College for the Disadvan-  
taged Single Parent

Gerry Evans

NORTH DAKOTA

Pioneers in Equality: Expanding Role  
Options Through Vocational Education

Jerry Schmidt  
Lois Schneider  
Nancy Thorndal  
Dawn Wagner

## OHIO

### Displaced Homemaker Project

Sonia Price

A Model Development for Recruitment, Retention, and Placement of Female Students in Secondary Vocational Education Programs Which Have Traditionally Been for Males and the Dissemination Service for Sex Equity Information

James A. Knight  
Cynthia Kohles  
Pamela Petzel  
Ann Ries  
Karen Snyder

## OREGON

### Phone-In Education System

Donna C. Forell  
Jana Gould

## PENNSYLVANIA

Programmatic Approach to Create Awareness and Provide Strategies for Dealing with the Issues of Sex Bias, Sex Discrimination, and Sex Stereotyping in Vocational Education in Western Pennsylvania

Karen Deichert  
Nancy O'Rourke  
Connie Reid

## RHODE ISLAND

Exploring Sex Roles in Vocational Education and in Society

Linda M. Greenwood

## SOUTH CAROLINA

### Opening New Doors: A Program for Displaced Homemakers

Helen Clarkson  
Schylver Foster  
Marsha Harper  
Harriett Kessinger  
Linda Morton  
Sharon Seawell

## SOUTH DAKOTA

### South Dakota Displaced Homemaker Program

Mary Hayenga

## TENNESSEE

### Basic Electronics and Television Repair

Betty Fillers  
Troy Johnson  
Dinah Jones  
Billie Parker  
Patty Sarden  
Floyd Sellers

## TEXAS

### Professional Truck Operations

J.T. Albert  
James Birchfield  
Ronald De Spain  
Jerrell Porter  
Raymond Stephenson

Vocational Education Program to Reduce Unemployment Rate of Youth and Sex Stereotyping in Vocational Education in Urban Areas

John Crooks  
Ike Johnson  
Cletus Michel

#### UTAH

Project VOTE: Vocational Opportunity Through Equity

Barbara Hales  
Trudy Kowallis  
Russ Osguthorpe

#### WEST VIRGINIA

Vocational Exploration for Women in Non-Traditional Areas

Dennis Davis  
Linda Jane W. Morris  
Virgil Nunley

#### VIRGINIA

Recruitment of Students of the Minority Sex into Vocational Program Areas Historically Dominated by One Sex

Henrietta M. Waters

#### WISCONSIN

Milwaukee Career Orientation and Women's Bureau

John Deady  
Marion I. Medley  
Carla Rinzel  
Joyce Schwerm

#### WASHINGTON

Non-Traditional Career Information and Counseling Center and Women's Employment Network

Katey Alexander  
Kris Falco  
Karen Foss

The project staff would like to extend our thanks to the sex equity coordinators and program directors who reviewed the draft of this publication. Their many constructive suggestions made this final version a more interesting and accurate volume.

Paul Gieb and Marie Mayor, both with the U.S. Department of Education, Office of Vocational and Adult Education, also reviewed this publication and supplied support and encouragement throughout its compilation. A special acknowledgment must be given to Gail Smith of OVAE who originally conceptualized the project and made useful suggestions throughout the contract.

Further, we offer our thanks to Michael Yearout whose meticulous attention to detail and excellent typing made the production of the manuscript possible.

Finally our thanks go to Carol Ragle who did the cover artwork and Chet Tanaka who designed the cover.

# Enterprise State Junior College's Displaced Homemakers Project

## Program Summary

**Address:** Enterprise State Junior College  
P. O. Box 1300  
Enterprise, Alabama 36331  
205/347-5431

**Target Audience:** Displaced homemakers in a seven county area of southern Alabama.

**Occupational Area:** Vocational and academic courses for career preparation.

**Description:** Enterprise's Displaced Homemaker Project provides personalized counseling, two-day career exploration workshops, ten weeks of intensive training on work-related and displaced homemaker themes, and placement in vocational and academic training or in employment. The intake counseling usually reveals crisis situations that must be dealt with immediately. Long-term assistance begins with the career workshops where clients learn about their interests and what jobs are available to match those interests. The intensified training units focus on stress management, self-concept building, decision-making and other displaced homemaker issues. After completing the ten-week training program, the staff assists clients to gain further training or to find employment through its employer contacts.

**Outcomes:** In June 1979, the project began with 15 women enrolled in a GED training course and 15 in a secretarial science course. Twenty-five completed the work. The present program most recently enrolled 60 women with 57 completing the work. Forty-three are now employed part- or full-time.

**Funding:** Presently, the Displaced Homemaker Project is funded through the Division of Vocational Equity at the State Department of Education. From September 1980 through June 1981, \$10,000 has been provided for counseling and training. CETA funds through Title II of the Governor's Special Grant provided \$45,145 for training and \$42,866 for development of a resource center in 1979-80.

## Setting

A monument to the boll weevil stands in the center of town--a tribute to the pest that in 1919 forced farmers to plant peanuts, soybeans, and corn, ending their dependence on cotton. Residents in and around Enterprise, Alabama still get their main income from farming and related industries. The largest helicopter training base in the country, Ft. Rucker, employs 6,700 civilians. Many others work in private businesses in several small towns that make up the larger, seven-county community of 200,000 people.

Unemployment in southern Alabama is 8.3%, which is close to the national average. But based on 1980 census data, 60% of the labor force earns less than \$7,000 a year. The educational level is also low. Only four out of ten people have finished high school. Social attitudes are conservative, particularly as related to sex roles for women and men. Few women are employed in nontraditional roles. Most women in the labor force work in sales and clerical jobs. Some work on farms, but this is traditional work in southern Alabama.

## History

Enterprise State Junior College was founded in 1965 to help area residents raise their educational levels and to improve their professional lives. The school began with 256 students and today serves over 7,000. The college president has long been concerned about the educational needs of all people in the area--especially women. Realizing the special need for helping disadvantaged women, the President supported the establishment of a Women's Center in 1974, which has been funded through several state and Federal grants. One program at the Center helps displaced homemakers.

Enterprise's Displaced Homemaker Project provides personalized counseling, two-day career exploration workshops, ten weeks of intensive training on work-related and displaced homemaker themes, and placement in vocational and academic training or in employment. The intake counseling usually reveals crisis situations that must be dealt with immediately. Long-term assistance begins with the career workshops where clients learn about their interests and jobs available to match those interests. The intensified training units focus on work related themes, such as job search and human relations skills, and on displaced homemaker issues, such as legal problems, stress management, and decision-making. After completing the ten-week training program, the staff assists clients to gain further training or to find employment.



## Description

### OBJECTIVES

The main goal of the program is to help women with immediate, severe problems and, once those problems are taken care of, to assist the clients in developing awareness about possible careers and practical plans for improving their employability. Specific objectives included the following:

- To provide career exploration designed to acquaint participants with traditional and nontraditional jobs;
- To provide short-term training designed to help participants develop skills needed for employment; and
- To provide placement assistance designed to help participants obtain employment or enroll in skill training.

### CHARACTERISTICS

The Displaced Homemaker Project is designed to assist women who are widowed, divorced or separated from their spouses and are in need of immediate assistance. Many clients have not finished high school and need instruction to pass the GED test. Others need specific job training and all need to improve personal and employability skills. Once career paths are chosen, vocational and academic training is available at Enterprise State Junior College.

### ACTIVITIES

Many displaced homemakers hear about the program from friends who have received assistance. Others learn about it through program publicity which includes broadcast and print media and presentations to civic groups and community helping agencies.

When a woman goes to the project counselor for help, her need, many times, is severe. An extreme example is a 50-year-old client whose husband had not permitted her to leave the house unescorted for years. After moving from her home, she found making daily decisions difficult. She had temporary housing but needed a new place to live and a means of support. The counselor's first task with this woman, and with most others, is to evaluate her needs and to find solutions to immediate problems. Once this is accomplished, intensive assistance is possible.

Clients receive personal counseling for at least the ten-week duration of the program. Many seek assistance after completion. The counseling includes administration and interpretation of vocational interest and aptitude tests as well as inventories of vocational maturity, assertiveness, and self-concept.

Clients also participate in one of three career exploration workshops which are offered at different times to accommodate the clients' schedules. In the workshops, the women learn about training and employment options available to them at Enterprise State and other institutions in the area. Employment is available in the area, but good paying jobs require more education than many of the clients have. Nontraditional jobs are stressed since they pay the higher wages that the women need. The women learn about acceptable job behaviors and attitudes and participate in career decision-making exercises.

In the next phase of the program, clients are required to attend at least seven three-hour, intensive training sessions on various work-related and displaced homemaker topics. For example, in a session dealing with legal issues, clients learn what will happen in divorce hearings and child custody cases or what the law says about equal employment opportunities for women. In "Stress Management" the clients learn to recognize the causes and effects of stress and to reduce the destructive components of stress. Another important session is "Self-Concept Building," in which women learn to identify the attitudes and beliefs they hold about themselves and to develop positive self concepts. During this phase of the project, clients work with the counselor to determine their course of action once they leave the program.

Basically, two options are open to the women once they have completed the project work. They can attend school to upgrade skills or to start a new career, or they can start a job search immediately. Many factors contribute to this decision. Some women have more financial support than others and can afford to attend school full-time. Others prefer working part-time and attending school as well. Few enter full-time employment immediately.

Testimony from the women involved in the Displaced Homemaker Project indicates the success of the program. One woman talked about the job she got with the Women's Center assistance. While married, she had been forced to stay at home unless escorted out of the house. When she left the marriage, her daughter provided housing until she could find a job to support herself. But she had a hard time selling herself to employers. She held little self-confidence and found the job search too difficult. After counseling and course work through the Displaced Homemaker Project, the woman felt more secure about her abilities, saw ways she could serve employers, and found a job assisting the elderly in the community.

#### MATERIALS

The Women's Center staff is willing to share project descriptions and training outlines at a cost of 10¢ a page. Workshop materials are not available for distribution.

## OUTCOMES

In June 1979, the project began with 15 women enrolled in a GED training course and 15 in a secretarial science course. Twenty-five completed the work. The present program most recently enrolled 60 women with 57 completing the work. Forty-three are now employed part-time or full-time.

## STAFFING

The Women's Center staff, which consists of a full-time director, a part-time counselor and a part-time secretary, administers the project. Enterprise State Junior College provides office and classroom space, a Career Development Center, and financial assistance when needed. A Women's Center Advisory Committee is comprised of 21 members from several organizations in the community, including government agencies, Ft. Rucker employees, small business owners, media professionals, and farm women.

## FUTURE DIRECTION

The Displaced Homemaker project staff feels that clients need more support once they have completed the project work. Therefore, the staff plans to increase its involvement with clients after they are enrolled in classes or have found employment. Also, staff members will be working more with community businesses, breaking down sex role stereotyping and bias. Job fairs are planned to show employers the work that the displaced homemakers can do, since clients have had difficulty finding nontraditional employment.

## REPLICATION

Presently, the Displaced Homemaker Project is funded through the Division of Vocational Equity of the State Department of Education. From September 1980 through June 1981, \$10,000 has been provided for counseling and training. CETA funds through Title II of the Governor's Special Grant provided \$45,145 for training and \$42,866 for development of a resource center in 1979-80. Similar funding would be necessary for replication.

## Contact

Mary D. Bauer, Director of Women's Center and Community Services  
Enterprise State Junior College  
P. O. Box 1300  
Enterprise, Alabama 36331  
205/347-5431

OR

State Department of Education  
Division of Vocational Education Services  
Vocational Equity  
Room 815  
Montgomery, Alabama 36130  
205/832-5776





## New Frontiers

### Program Summary

- Address:** 545 North Camino Seco  
Tucson, Arizona 85710  
602/296-5451
- Target Audience:** Students in grades 7-12, secondary vocational education teachers, career and guidance counselors, administrators, parents, business and industry personnel, and members of the community.
- Occupational Area:** Vocational fields that have disproportionate enrollments of either females or males are the primary focus. The program covers all vocational education areas with regard to legal issues and sex bias concerns.
- Description:** This project is a multi-faceted approach to providing technical assistance to achieve sex equity in vocational education. A trainer of trainers model is used so that information and materials are disseminated to the faculty of each participant's school. The project effectively coordinates with organizations, businesses, industries, agencies, and individuals, providing schools with a strong system of resources.
- Outcomes:** Data have been collected on three major activities. Forty participants at an EQUALS Math Institute reached 285 teachers who, in turn, used activities with 3,842 students. An inservice job opportunities series for 61 teachers resulted in 3,029 students using the workshop materials. After a nontraditional job panel workshop, 95% of the participants stated that they were more inclined to explore a nontraditional job. For the three events, 450 teachers and 9,673 students have used New Frontiers materials and activities.
- Funding:** Arizona Department of Education, Vocational Education Division, funded the Pima County technical assistance portion of New Frontiers for \$50,000; the balance of the state technical assistance for \$60,000; and the Model Program for Increasing Access to Vocational Education for \$18,866.



## Setting

The Santa Catalina Mountains that encircle the city of Tucson, Arizona, also encircle the energy and activities that emanate from the New Frontiers Program in the Pima County Developmental Career Guidance Project. Tucson is a city of about 500,000 that continues to grow as the nation's sun belt communities increase in population. Each winter the city swells from the arrival of 100,000 retirees who head south to the sunny, moderate winter climate. Their influx stimulates jobs in the hotel, restaurant, and entertainment industries. Additionally, great industrial growth is occurring as electronics concerns expand in this area. Such industries are attracted to Tucson by affordable housing, a desirable climate, and available workers. The New Frontiers program is working to institutionalize sex equity in vocational education during a formative stage in the city's employment growth.

## History

Over the past 10 years, the Developmental Career Guidance Project has served the student population in Pima County's eleven school districts. These career guidance services are the result of career education monies that have reached approximately \$550,000, annually. Arizona was the first state to receive and develop career education funds, and this lengthy history provides a rich environment for the New Frontiers efforts to grow in. New Frontiers operates within the Women's Programs Division of the Developmental Career Guidance Project. The career guidance administrative offices are housed in a portion of the Sahuaro High School building. Expenses for utilities, custodial services, support personnel and furnished space are in-kind contributions.

With the arrival of funding from the Arizona Vocational Education Division, New Frontiers was begun and the Women's Division addressed the concern of sex equity in vocational education. For two years, vocational education funding was awarded to New Frontiers to meet the objective of providing technical assistance to Pima County. These services have been expanded with additional awards from Arizona Vocational Education Division and a subcontract from the Women's Educational Equity Act. During 1980-1981, New Frontiers consists of three separate awards to meet three of the objectives in the Arizona state plan for achieving sex equity in vocational education. This report will focus primarily on the activities of the Pima County technical assistance grant.

## Description

### OBJECTIVES

The overall goal of the Pima County project is to plan and implement a technical assistance program for achieving sex equity in vocational education. The specific objectives for the third year are to:

- Survey and select materials to be used for inservice training of vocational education teachers and high school students;
- Form a committee to review and evaluate existing vocational education materials and registration procedures in terms of sex bias;
- Design and present a series of six inservice workshops for vocational education teachers and counselors representing every high school in Pima County;
- Implement technical assistance through the inservice workshops, concentrating on how to overcome sex stereotyping in vocational education courses and how to develop strategies for encouraging greater exploration of nontraditional vocational education courses;
- Utilize the trainer-of-trainer model so that workshop participants disseminate information and materials to faculty in their individual high schools; and
- Administer a pre- and post-attitudinal survey and analyze vocational education enrollments to assess changes in teacher and student awareness of existing sex-stereotyping and changing labor patterns.

The other two grants in the New Frontiers program are concerned with providing technical assistance to the balance of the state and providing a model for recruiting students into nontraditional vocational education courses. Specifically, the objectives of the balance of the state project are to:

- Provide regional inservice workshops that address the laws affecting sex discrimination in vocational education;
- Aid educators in the development of action plans and implementation strategies for complying with these laws;
- Monitor the implementation of these plans;
- Provide information on laws and action strategies via telephone and telelectures; and

- Develop slide/tape presentations to address legal issues and effects of sex discrimination and bias on males and females.

The objectives of the model recruitment project are to:

- Enhance recruitment programs and techniques for vocational education;
- Expose parents, students, educators, and the community to the scope and advantages of vocational education training; and
- Design special programs and activities encouraging students to participate in vocational education programs that are nontraditional for their sex.

For the 1980-81 and the following two school years, New Frontiers has an additional project entitled FOCUS through a subcontract with the American Institutes for Research. Eight Tucson schools will use Women's Educational Equity Act (WEEA) produced materials to demonstrate an educational environment devoid of sex and ethnic bias. Visitors from throughout the nation will be able to observe equitable practices in these schools, and training will be offered so that others can infuse these concepts and/or establish similar programs.

#### CHARACTERISTICS

The educational level of the New Frontiers program is grades 7-12. Specific objectives target students in these grades, secondary vocational education teachers, career and guidance counselors, administrators, parents, business and industry personnel, and general community members. Vocational fields that have disproportionate enrollments of males and females are the primary focus. However, legal issues and broad concerns regarding sex bias and discrimination are directed toward all vocational areas.

#### ACTIVITIES

Three major events were conducted by New Frontiers during their second year of funding. The first activity was directed toward a concern for mathematics as the "critical filter." Mathematics is necessary for the pursuit of many careers, especially careers that are not traditionally pursued by women. New Frontiers addressed the dual problem of female attrition in mathematics courses and the subsequent limitations for non-traditional courses/careers that result from insufficient math preparation.

A brochure announcement of a two-day EQUALS Math Institute elicited extensive response. From the applicants, a total of forty educators and community members were chosen. Attending were nineteen teachers representing several junior and every senior high school in Pima County as well as

career consultants, university math education teachers and board members from Women in Science and Engineering (WISE).

Several techniques used by EQUALS were especially successful. In order to quickly involve each teacher, a classroom research study was required prior to attending the institute. The research study provides direct experiences with sex differences in math in each teacher's own setting and provides information that can be shared. Typically, enthusiasm is generated by the sharing of the study, and this discussion results in the teachers' desire to develop skills to help more young women become successful in math.

The EQUALS-New Frontiers program continued with a panel consisting of four women. They represented various math-related careers, including a carpenter's apprentice, the owner of a flower shop, a computer scientist, and a bank investment officer. Following the panel, the participants developed mathematical skills, learned teaching techniques to encourage math anxious students, and developed plans for carrying out their commitments to inservice at their own schools.

A second major activity began with a planning team. A counselor and a vocational education teacher from each high school in Pima County were invited to work on the team. They were joined by the county's career guidance specialist. The result of the planning meetings was a series of four workshops; the workshops focused on and actually occurred at key business/industry sites in Tucson.

In the workshops, the latest information on the Tucson job market, with particular emphasis on jobs that require nontraditional vocational education, was presented. Health, tourism and hospitality, retail merchandising, and the electronics industries comprised the four sites. The workshops were held at the business sites on four consecutive Tuesday afternoons from 1:30 to 3:30 p.m. The business response was so positive that security restrictions and business scheduling problems were overcome. The business tours, media presentations and speakers provided direct information regarding current career situations.

Prior to the series, an attitudinal survey instrument was administered to assess the degree of androgynous attitudes regarding men's and women's roles in work, home, family and society. The majority of the participants were found to express androgynous attitudes; they also proved to be a receptive audience for the institute and claimed to be highly pleased with each workshop. Perhaps these characteristics account in part for the broader success of the series. The activities, materials, and information obtained during the series was widely used both in inservice and classroom settings during the remaining months of the school year. Each participant received a copy of Try It You'll Like It for use in the classroom.

The third major activity was a half-day workshop that teachers, counselors, senior high school students, and community members attended.



A wide range of nontraditional career speakers were gathered at this setting. The workshop opened with media coverage of a Pima County supervisor who gave the keynote address. She discussed her experiences and philosophy of the role of the nontraditional worker in today's society. The supervisor stressed the extensive opportunities that students are offered today and the advantages of no longer being restricted by sex stereotyped career choices.

Following a brief explanation of the New Frontiers project, the participants were divided into two groups. The groups were determined by the participants' choice of two speaker panels. Each panel consisted of six speakers balanced between men and women and white and blue collar professions. A New Frontiers staff person facilitated the groups.

The panelists addressed topics such as carpentry apprenticeship, law enforcement, engineering, heavy equipment operation, auto mechanics, dentistry, and T.V. production. In the area of nontraditional work for men, nursing, kindergarten teaching, telephone operation, and secretarial careers were covered. The speakers proved to be supportive, positive role models who had a strong impact on participants.

In addition to the one teacher or counselor, approximately ten students from each high school were invited to this event. The students were given the opportunity to select a career field that they would like to shadow for a minimum of six hours of nonschool time. The New Frontiers file of community members who hold nontraditional jobs was used to arrange job shadowing experiences for these students. Before and after the job shadow, each student met with her or his school's career guidance specialist. The first meeting provided the students with question and observation sheets for structuring the job shadow. The second meeting provided discussion and summary time to follow up on the learning experience.

Over the years of its existence, New Frontiers has continued many general services. The project maintains a material and human resource bank. This bank includes a file on people who are capable and interested in contributing time to nontraditional career exploration. Educators can acquire names of potential speakers for activities with their students. An annotated bibliography of nonprint materials dealing with bias free career options provides the basis for a media loan system. Other bibliographies and materials are used to make information referrals and meet other information requests from Tucson educators and community members.

The New Frontiers staff is actively engaged in an ongoing inservice program for the fifty member staff at the Developmental Career Guidance Project. Additionally, CETA-funded staff persons receive inservice support from New Frontiers. Six- to eight-week parent study groups have also been provided with sex equity materials.



The current year continues the multifaceted approach. A major workshop, presenting the New Frontiers project, theory, and techniques, was considered an excellent opportunity for personal and professional growth. New Frontiers has also arranged for a Tucson math teacher to participate in a special, intensive training session at the Lawrence Hall of Science in Berkeley, California, the headquarters of the EQUALS project.

The project also is holding a series of workshops focusing on four vocational education areas, home economics, business education, distributive education, and health or agriculture. The series consists of a full-day introduction followed by four special interest half-day sessions at business sites in the community. These minisessions provide small groups of educators with an opportunity to hear a panel of several speakers. The speakers are involved in nontraditional careers related to the four specific vocational education areas. The series is concluded with a full-day workshop, which the entire group attends.

The other two grants awarded to New Frontiers have begun numerous activities as well. To provide technical assistance to the balance of the state of Arizona, four regional workshops have been scheduled. An orientation workshop has been designed to aid educators in increasing nontraditional vocational education enrollments. The model recruitment project is planning a two-week summer experience for junior high school students. The students will be exposed to nontraditional careers via "hands-on" exercises, field trips, and speakers from nontraditional careers. The project will invite student leaders in an attempt to provide encouragement for nontraditional vocational education pursuits at the peer group level. By involving student leaders at this age level in nontraditional vocational education, it is hoped that other students will follow this example and also become involved.

#### MATERIALS

New Frontiers has produced an annotated bibliography of nonprint materials dealing with bias free career/life options. A slide/tape program covering some of the technical assistance efforts in Pima County is currently available and a second slide/tape show describing the model recruitment project will be completed by June 30, 1981. By this date, a packet of activities will also be completed. The packet will include inservice materials about the laws affecting discrimination in vocational education, awareness of sex discrimination, and strategies for increasing nontraditional career exploration in vocational education.

The balance of the state project will produce two slide/tape presentations addressing: 1) how sex bias affects women (changing work patterns of women, occupational stereotyping); and 2) how sex bias affects men (changing work patterns, benefits for overcoming sex bias). Two public service announcements for recruiting students for vocational education programs will also be developed.

## OUTCOMES

Summary data have been collected and compiled for the three major activities, the EQUALS Math Institute, the four job opportunities workshops, and the half-day panel of nontraditional speakers.

The forty participants in the EQUALS Math Institute reached 285 teachers who subsequently reached 3,842 students. The preliminary research study caused the teachers to leave the institute with an interest in helping students overcome math anxiety and become successful in math. The institute provided skills development and strategies to achieve this goal. Finally, the plans for inservice activities for other teachers resulted in the sharing of this knowledge and enthusiasm with other educators.

As a result of the job opportunities workshops, inservice training was provided for 61 teachers and 3,029 students used workshop activities. The Try It You'll Like It booklets that each educator received largely account for the high number of student participants in nontraditional career awareness activities. Additionally, the educators learned not only of the existence of nontraditional opportunities in the Tucson area but also of the interest and motivation of businesses in finding non-traditional job applicants.

Results from the half-day panel workshop indicated that over 95% of the participants were more inclined to explore a nontraditional job, were interested in learning more about nontraditional careers, and felt the workshop was a worthwhile experience. To provide encouragement, positive, supportive role models were presented both during the panel discussions and the shadowing. The interest in exploring nontraditional work that was generated by the workshop was followed up with an actual exploration experience. Just under fifty students participated in a job shadow or small group exploration of a nontraditional career.

Cumulative data for the three events show that 450 teachers and 9,673 students have used New Frontiers materials and activities.

## STAFFING

The New Frontiers staff has grown with the addition of the two Arizona Vocational Education grants and the subcontract from the American Institutes for Research. During year two, the project operated under a full time director with one project associate. The Developmental Career Guidance Project contributed secretarial support services. For 1980-1981, the professional staff consists of one full-time director, 2 full-time project associates, and a half-time media specialist for a total of 3.5 full-time equivalents. Distribution of staff time is determined by the task requirements of the three grants. The FOCUS staff shares resources and coordinates with the New Frontiers staff, but is solely responsible for subcontract tasks.

The function of an advisory committee is served by an informal network rather than by a formal advisory board. This network consists of key administrators and educators who are advocates of sex equity in vocational education, consultants and speakers for the New Frontiers project, and influential business contacts who have worked with the project.

#### FUTURE DIRECTION

The program director is highly motivated to continue the activities of New Frontiers at the current funding level. She believes the high level of involvement that has been achieved among educators and community members this year is the result of the synergistic effect of multiple projects, an increase in staff size, and greater financial resources. There is personal encouragement for the director in the intellectual and professional growth of her staff. The director has enjoyed the challenge of managing multiple projects and staff members. There are additional rewards in seeing the progress, change, and accomplishments that have resulted from the efforts of New Frontiers.

One broad goal for New Frontiers is to develop a model of school/community support for nontraditional work roles. There has been overwhelming support in the Tucson area for the job of preparing and training high school students for the world of work in nontraditional occupations. However, a second goal of increasing the number of nontraditional enrollments in vocational education courses has had more modest success. This goal works against deeply entrenched educational and social patterns that are not quickly changed. New Frontiers is planning future strategies to create significant change in vocational education enrollment patterns and looks toward future support from the Arizona Vocational Education Division to implement these plans.

#### REPLICATION

New Frontiers has received a total of \$128,866 vocational education monies from the Arizona State Department of Education. Fifty thousand of that figure was awarded to the Pima County technical assistance grant.

Several of the New Frontiers' techniques have proved to be quite useful. The system of contracting with participating educators is one example. Participants agree to provide inservice training to their colleagues with materials and information that they receive at the workshops. This system can dramatically expand the number of educators that are exposed to and trained in using New Frontiers strategies, activities, and materials. As a result, the number of students who ultimately come in contact with these resources is further increased.

The New Frontiers project has found that obtaining substitutes can become a major problem in the state of Arizona. They have determined that educators are often able to leave their schools during afternoons without a substitute teacher. For longer workshops, a stipend provides incentive for Saturday attendance.

The New Frontiers staff feels that the main key to success has been good sharing. They have been able to connect with resources, such as EQUALS, that have been very beneficial to the educators and ultimately to the students in Pima County. Conversely, projects such as EQUALS have benefitted by achieving their goal of having an impact on a target audience such as the educators and students of Pima County.

New Frontiers has built a resource bank of human and material resources, which they share with the educational community. The energetic building of this resource by the New Frontiers staff, the enthusiastic cooperation of businesses and individuals who contribute to the bank, and the high regard of educators who use the resources epitomize the central spirit and thrust of the exciting activities.

### **Contact**

Heather Alberts  
New Frontiers  
545 North Camino Seco  
Tucson, Arizona 85710  
602/296-5451

OR

Division of Career and Vocational Education  
Arizona Department of Education  
1535 West Jefferson Street  
Phoenix, Arizona 85007  
602/255-5375



# **new frontiers**

*A Model For Sex Equity Through Vocational Education*



# Model Sex Equity Project

## Program Summary

- Address:** Black River Vocational Technical School  
P. O. Box 468  
Highway 304 East  
Pocahontas, Arkansas 72455  
501/892-4565
- Target Audience:** Postsecondary vocational educators and students, community members, and business and labor.
- Occupational Area:** Vocational-technical education.
- Description:** The project is designed to eliminate sex role stereotyping in postsecondary vocational technical schools. The project staff evaluates conditions such as facilities, textbooks, tests, teacher behaviors and counseling services, and then develops strategies to overcome sex biases or stereotyping that exist. The model uses inservice training and individual teacher action plans to develop and implement strategies. The model is being implemented in two additional vocational technical schools in the state and it will be available for other educators who wish to initiate it.
- Outcomes:** Fourteen nontraditional students have graduated, and over half of these have secured a job in their field. Three of the graduates received the Most Improved Student Award, given to one student in each vocational department. The teachers have become more aware of sex-equity issues, more careful to treat males and females equally, and more inclined to use sex-fair language.
- Funding:** Arkansas Department of Education, Division of Vocational Education: \$71,751 over three years.

## Setting

The Black River runs through northeastern Arkansas, an area that historically has been comprised of small, single family farms. More recently, however, the family farms have begun to give way to large commercial farms. As a result, in many families one or more members must find work in a nonfarming occupation.

Fortunately, over the past decade, the Black River region has seen a new, industrial growth, which has increased the number of nonfarming job opportunities. Many of the workers in nonfarming jobs received their first training at the Black River Vocational Technical School (BRVTS) in Pocahontas, and like many places its early patterns of vocational training and consequent employment reflected strict adherence to tradition. Women became secretaries and nurses while men became welders and mechanics.

Even so, the State of Arkansas had made every effort to insure that its residents could obtain vocational training. It built 24 vocational/technical schools, geographically distributed throughout the state so that no student is more than fifty miles from one of the schools. In addition, a statewide system of buses transports students to the nearest school. Since the vocational programs offered in the State of Arkansas are based on actual employment needs, job placement averages around 90%.

## History

When Title II of the Federal Education Amendments of 1976 specified that women's vocational needs and concerns had to be translated into educational programs, Arkansas educational policymakers decided to put major effort into a model project for sex equity in vocational education. The model would be developed and refined at one school and pilot tested at other sites to ensure that the model was well designed. The model could then be implemented in the remaining vocational/technical schools throughout the state.

Black River proposed to the State Department of Education that BRVTS develop the model project. The enrollment patterns in specific vocational fields at Black River strongly reflected the imbalance that educators wanted to correct. A breakdown of 1977-1978 enrollment figures indicates the challenge that they faced. Both the auto and diesel mechanics programs, for example, were 100% male, whereas the nursing and office occupations programs were 100% and 96% female, respectively. BRVTS won the grant in 1979 and immediately began the job of developing strategies to change not only the stereotypes and biases in vocational education but also their lopsided enrollment statistics.

The program philosophy blends the concepts of equal educational opportunity with the local community values. The project endeavors to help students, employers, teachers, and community members understand that each student has different qualities and should be free to make career choices based on his or her own interests, talents, and goals. The project does not direct a student into a field solely to increase nontraditional enrollments. Rather, it strives to expand educational opportunities and options so that each student will pursue the career that is best for her or him.

## **Description**

### **OBJECTIVES**

The purpose of the project is to develop and implement a model program for infusing sex equity concepts into the instructional system of a postsecondary vocational/technical school. The project staff explores strategies and alternative solutions to increase student and staff awareness of nontraditional careers and opportunities. More specifically, the objectives of this project are:

- To establish a program that will stimulate interest and support in eliminating sex role stereotyping in all areas relating to vocational or technical training;
- To conduct a school-community needs assessment to determine sex equity status and needs;
- To develop and implement an inservice program to increase staff awareness and knowledge of sex equity information;
- To plan and initiate strategies for infusing sex equity concepts into the instructional programs;
- To establish a comprehensive training program that will broaden attitudes of students and prospective employers, both in business and industry, regarding nontraditional roles;
- To expand the services in sex-fair guidance, counseling, placement, and follow-up activities;
- To make efforts to place students in careers not normally considered traditional;
- To develop and/or compile resources for promoting nontraditional careers in training and employment; and
- To expand this project to two other schools during the three-year term of the grant.

## CHARACTERISTICS

To achieve the goal of eliminating sex role stereotyping in post-secondary vocational/technical schools, the project has components to reach educators, students, local businesses, and private community members. The model was initiated at Black River Vocational Technical School, where plans for courses of instruction were also developed. The key vocational courses at BRVTS include auto body repair, auto technology, business education, diesel mechanics, electricity, general education development, machine shop, nursing, residential carpentry, and welding.

## ACTIVITIES

The activities of the model project began with the development of a plan of action. As one of the first steps of the plan, it was necessary to determine whether BRVTS provided sex equitable representation, standards, and access in vocational education training and activities. The determination was based on an evaluation of classrooms and facilities, advisory committee representation, textbooks and curricular materials, vocational inventory tests, recruitment brochures and information materials, teaching behaviors, and guidance and counseling services. In addition, the plan of action specified that project staff encourage and motivate vocational education students by publishing stories of BRVTS graduates who pursued nontraditional careers and by providing a list of current nontraditional job openings. The plan of action specifies dates for performing each step, checklists and assessment instruments for measuring some of the items, and actions required if the findings are unsatisfactory.

Closely tied with the action plan are inservice training sessions and plans that individual teachers developed. Some of the action plan steps identified problem areas that could then be addressed during inservice training sessions and/or through individual teachers' action plans.

The coordinator found that she could develop more commitment and interest in the action steps by drawing faculty members and students into the problem solving process. She gave them each a form on which to develop a personal plan for implementing sex equity in the classroom. The teachers specified goals, such as implementing a classroom policy for treating everyone equally, insisting that classmates follow equity policies, using pictures and other aids that depict persons in non-traditional roles, using sex-fair language at all times, contacting advisory committee members and employers regarding nontraditional job placements, pointing out biased aspects of materials when unbiased materials are unavailable, using identical evaluation instruments for both males and females, providing students with equal access to equipment and resources, and assigning identical tasks and requirements to both sexes.



A less formal technique, also successful with the teachers at BRVTS, has been to have teachers submit suggestions and ideas. For example, if one classroom has trouble designing a sex equitable bulletin board, other teachers are asked for ideas. The project coordinator has found that the teachers always read the suggestions and that the suggestions are an effective way to build interest and motivate action for sex equity.

Both the individual plans and the teacher suggestions have provided involvement activities for students. In addition to activities that are specifically directed toward raising student awareness, the model project uses many indirect methods. The teachers are encouraged to use sex equity concepts to teach the specific skills in a particular vocational education field. For example, the office education class learns to compose and type letters. In one assignment, they reviewed a book for sex-fair language and then wrote a letter to the author.

In the past students at BRVTS have been an effective source of advertising that increased traditional vocational education enrollments. For example, there is about a one-year waiting period for a qualified person to enter the office occupations program. Project staff decided that the same approach might work to increase nontraditional enrollments as well. They have publicized the experiences of BRVTS graduates who have entered nontraditional careers. A female truck driver, a male licensed practical nurse, the goals of the program, and workshop training sessions are some of the topics that have been featured in local newspapers. The newspapers, of course, reach a much larger audience than the project could hope to contact through workshops, and employers and community members can read about the successful trend toward nontraditional vocational education.

BRVTS gears its education programs to local employment needs. The average student is over 24 years of age and expects to train for a field that offers promise of employment. This situation underlies some of the activities in the model project. The project staff is developing techniques for building employer support and enthusiasm for nontraditional job placements. Newspaper articles, advisory committee efforts, and direct contact from instructors are some of the approaches that are being used.

A second effort directed toward job placements is the list of nontraditional job openings. Each week, the project coordinator searches the classified sections of local newspapers and compiles a list of jobs that are possibilities for nontraditional students. The job list helps to encourage students to go into nontraditional fields by making them aware of the variety of available jobs.

As part of another major project effort, the staff conducted four surveys assessing the attitudes of employers, community members, students and teachers regarding nontraditional training and employment. The local telephone directory was used to collect a sampling of business and industry

employers and community members. All of the BRVTS instructors and a representative sampling of vocational/technical students were also surveyed. According to these assessments, respondents were generally neutral in their attitudes toward nontraditional career roles. Typically, they felt that ability to do the work, not the sex of the person, should determine whether a person should pursue a particular job. They also expressed a willingness to cooperate and contribute to making sex bias in the job market a thing of the past. The survey of teacher attitudes pinpointed specific classes where more traditional attitudes regarding course enrollments and work attitudes were most prevalent. The project staff directed additional efforts and techniques toward classes that were indicated as requiring these special efforts.

Initially, many teachers at BRVTS were hesitant to support non-traditional enrollments, because they did not think that students could succeed in nontraditional work settings. But the inservice portions of the model have been highly successful as a means of building faculty support for the program. The coordinator began by increasing teacher awareness of sex bias issues and problems. She builds on the concept that helping each individual family member to find the most appropriate, productive career role can result in providing greater benefits for the family as a whole.

Short one- or two-hour inservice workshops were held to address topics that were identified during the action plan needs assessments (facilities, textbooks, tests). These sessions were followed by a formal, full-day training session, held prior to the beginning of the new school year. The faculty received technical assistance and training regarding the new and current Federal and state regulations for vocational education as well as additional information on sex equity issues.

Due to the strong administrative support for the project goals, the coordinator can follow-up on formal training during the regularly scheduled faculty meetings. She uses these sessions to continue inservice training and to provide a setting for the group to solve problems that arise.

The project coordinator conducts a one-hour program at the junior and senior high schools in the Black River area. She usually holds a speaking and discussion session for one class at a time. This format allows students to ask questions and become more personally involved in their exposure to nontraditional vocational education options.

In addition to recruitment efforts at secondary schools, the project works to acquaint educational policymakers with the goals, activities, and outcomes of the model project. The coordinator has made a formal presentation at a meeting of the 24 directors of the postsecondary vocational/technical schools in Arkansas. Since the state hopes eventually to implement the project in all 24 schools, this presentation serves to introduce the directors to the benefits and philosophy of a program that they may be using.

Currently, the model project is being pilot tested in two other Arkansas schools. The use of the model in these two schools tests its validity and reliability. At the same time, it increases the ability of these schools to comply with vocational education requirements. Each school has a coordinator who works with the BRVTS coordinator to implement the model at his or her institution.

The project aims to improve guidance and counseling services as well as classroom instruction. Since the students are the ultimate indicator of counselor effectiveness, the project design specifies that a pre- and post-test be administered to the students. The results will measure the change in student awareness of sex equity concepts and nontraditional career options. The counseling provided by project staff primarily consists of one-to-one sessions and less formal, day-by-day contacts.

The project staff is actively collecting, developing, and disseminating resources that can be used to promote nontraditional careers and eliminate sex role stereotyping. Before the completion of the grant, the staff will publish a model guide.

#### MATERIALS

The project is developing a model guide that is a handbook for educators who wish to replicate the model project. The guide will present the model's design and include the project activities and action plan. Additionally, it will provide:

- Activities to eliminate various forms of sex bias;
- Methods for working with business and industrial companies to provide a nonstereotyped placement program;
- Procedures for publishing information on former students who have pursued nontraditional careers;
- Techniques for providing equal evaluation of male and female students and equal equipment and facilities;
- Activities that utilize nontraditional role model speakers and field trips;
- Programs for inservice training on the expanding roles for males and females;
- Methods for disseminating nontraditional career role information;
- Materials to interest underrepresented sexes in extracurricular leadership roles; and
- Strategies to insure that advisory councils will have appropriate representation of both sexes.

Although a specific publication date has not been established, the project staff expects to have it available by the end of 1981.

The project staff is also preparing an instructional guide, which will provide the instructional components of the model. The style will follow the format established by the Mid American Vocational Curriculum Consortium. Its completion date is likewise projected for the end of 1981. Specific information regarding either the model guide or the instructional guide can be obtained by contacting the project staff.

#### OUTCOMES

The project at BRVTS has expanded and coordinated sex equity activities in vocational education. The survey of employers, teachers, students, and community members indicated that all of these groups were willing to cooperate in efforts to expand vocational education training and job placements for both sexes. Instructors have increased their levels of awareness and knowledge of sex equity concepts and strategies. They are infusing these concepts into their teaching and trying new ways to promote sex equity in their classrooms.

The project has developed an effective program of inservice training for vocational educators. The training uses improved methods, techniques, and strategies to increase staff and student awareness. These elements are being incorporated into the model design and will be published by the end of the project.

The systematic review of all textbooks used at BRVTS revealed that materials published before 1976 do not, in general, represent people in nontraditional roles or use sex-fair language. Since it is not usually possible to replace the biased textbooks immediately, the project coordinator trains teachers in methods of using sex-stereotyped editions to raise student awareness of sex equity issues.

At this point, changes in enrollment figures have been modest. In keeping with the concept of sex equity, no special accommodations have been made to enhance the statistics. In cases where a nontraditional student is less qualified or feels she or he is not suited for a nontraditional field, the student is not required to remain in the nontraditional field and, consequently, is not included in the statistics. The result is fewer dropouts and more successful placements. In the 1979-80 school year, for example, 16 entered nontraditional programs during the project period; nine nontraditional students graduated; three of those secured a job in their field, four accepted traditional job offers, and two have not secured employment.

The faculty and project staff are especially proud of one statistic not reflected in the enrollment and placement figures. Each of the 10 departments at BRVTS awards a Most Improved Student award to one student in the department. Out of the nine nontraditional graduates in June 1980, three received the Most Improved Student award for their department.



Since there were nontraditional students in only five of the school's departments, the nontraditional students earned the award in 60% of the departments in which they participated. This accomplishment suggests that the model program is developing a very supportive, well designed system for encouraging success in nontraditional vocational education.

#### STAFFING

The Director of Black River Vocational Technical School serves as director of the Model Sex Equity Project. He devotes about 5% of his time to directing the project. A full-time coordinator carries out most of the project tasks, such as the training for the program, implementing and modifying the model, and developing materials. During the second year, the project coordinator began implementing the model at two other schools. Each of these schools provides an on-site coordinator who works with the Black River coordinator.

A program advisory committee has eight members, including a parent, a counselor, a female employer from a local bank, a student, a local PTA president who is also a reading teacher, a business and professional club president, a former executive director of the Chamber of Commerce, and the Department of Labor regional counselor for Arkansas Women in Work. They meet twice annually.

#### FUTURE DIRECTION

The project staff is confident that it will have met the program objectives by the end of the three-year period. Once the model guide is completed, the remaining 21 vocational/technical schools in the state can use it to implement the model. After the model is implemented throughout the state, the director envisions establishing a coordinator in a school or an area of the state who would be responsible for Title VI, Title IX, Title II, Section 504, and other related concerns. This coordinator would inform school faculties on new requirements and changes in the laws and regulations that govern these areas. The coordinator would be responsible for ensuring that past commitments and actions taken are continued.

#### REPLICATION

The director found that it was important to approach the school's administrators first, building their interest in the project. Once the administration is behind the project, the faculty becomes more responsive.

The inservice training component of the model program has proved to be highly productive. The coordinator chose to present the project's advantages rather than its regulatory dictates. She realized that the educators would not react well to being told that they must change. Instead, she explained the advantages that would come both to them personally and to the field of vocational education. She was also

careful to distinguish educational equity from such political and social issues as the Equal Rights Amendment and the women's liberation movement. As a result, educators have become more aware, more careful to treat everyone equally, and more inclined to use sex-fair language.

Some of the teachers' early responses, however, proved to be reverse discrimination. They were trying to help the nontraditional students by segregating them, thinking that they could encourage and tutor the non-traditional students if they were grouped. The teachers soon observed that the other students in the classes resented the special attention and treatment that the nontraditional students were receiving. Through discussions and direct experience, the teachers learned that to avoid negative feelings toward nontraditional students, all students must be treated equally.

The director strongly recommends that recruitment efforts for nontraditional vocational education be moved to the elementary level. He feels that it is important to reach the students before their ideas regarding appropriate roles are set. If educators can reach the young children, the day may come when the postsecondary programs, like that at BRVTS, will not be needed.

### **Contact**

Richard Gaines  
Black River Vocational Technical School  
P. O. Box 468  
Highway 304 East  
Pocahontas, Arkansas 72455  
501/892-4565

OR

Janice Gresham, Supervisor  
Sex Equity Program  
Vocational Education  
West Education Building, Room 409-D  
Little Rock, Arkansas 72201  
501/371-2974

# Blue Collar Information Project

## Program Summary

- Address:** Northern California Women for Apprenticeship  
1812 I Street  
Sacramento, California 95816  
916/448-2921
- Target Audience:** Females at all levels of education who are interested in blue collar jobs.
- Occupational Area:** Nontraditional blue collar jobs and apprenticeable trades.
- Description:** The Blue Collar Information Project was funded for one year by the California State Department of Education and the Chancellor's Office, California Community Colleges to conduct community and school workshops on blue collar jobs, to establish a library of information on trade options, and to distribute a newsletter. It is one of several vocational projects conducted by Northern California Women for Apprenticeship.
- Outcomes:** One hundred forty people participated in eight community workshops, and 80 teachers and counselors attended three school workshops. Participants evaluated both types of workshops as highly successful in giving new information about and in stimulating interest in blue collar work. Two hundred fifty people had used the library over a four-month period. Over 1,000 people attended a conference at Sacramento City College at which the Blue Collar Information Project ran workshops.
- Funding:** California State Department of Education and the Chancellor's Office, California Community Colleges: \$26,800.

## **Setting**

The Blue Collar Information Project is one of several carried out by Northern California Women for Apprenticeship (NCWA) in Sacramento, California. Sacramento, the state capitol, is an urban area surrounded by rural farmland. Government jobs comprise the majority of occupations in the area, followed by aerospace, construction, agriculture, manufacturing, retail and transportation industries. Construction work is slow at this time, adding to an already high unemployment rate. The population of Sacramento is ethnically and racially diverse, with a large Hispanic representation.

NCWA has recently moved to their own building in downtown Sacramento. They have a classroom for their Teen Parent Program, a library, meeting space for community workshops and office space for their staff of 17.

## **History**

Northern California Women for Apprenticeship was begun in 1978 with funding from CETA to provide two years of preapprenticeship training to CETA-eligible women who wanted to work at a trade. This original program emphasized enhancing self-esteem, developing body strength and acquiring skills necessary to enter into an apprenticeship. This was accomplished through a range of activities that taught occupational fitness, assertiveness, information on trades, tool identification, mechanical reasoning, job interview techniques and resume writing, techniques for dealing with sexism and racism, and self-image psychology. Program staff worked with each student on a job development plan, and gave students critical moral support in job searches. The program also did outreach to employers and apprenticeship programs.

After two years, NCWA received state vocational education funding to expand aspects of the original program to women who were not CETA-eligible, resulting in the Blue Collar Information Project.

## **Description**

### **OBJECTIVES**

The two overall objectives of the Blue Collar Information Project are:

- To give information about blue collar work to women through community seminars, school workshops and a library of print information; and
- To recruit women for the preapprenticeship program through the above activities.



## ACTIVITIES

A series of 8 free community workshops were presented on a monthly basis. Workshops consisted of a panel of speakers representing unions, regulatory agencies, employers, and tradeswomen. Each month highlighted a different trade or occupational area. Packets containing job descriptions and trade preparation information were distributed at each seminar. The occupations covered included carpenters, operating engineers, cement masons, mechanics, truck drivers, business machine repairers, plumbers, and public utility occupations.

Workshops to school district counselors and teachers included panel presentations and information packets. Planning meetings and needs assessment surveys preceded each workshop. One workshop was presented at the Sacramento City Unified School District, and two additional workshops were presented at Sacramento City College (also attended by American River College personnel) and Cosumnes College which included Elk Grove Community College district personnel.

A blue collar library was established as an information center for trade occupations. The library includes:

- Trade descriptions and pamphlets
- Trade preparation materials
  - self assessment tests
  - tool books
  - math reviews
  - trade curriculum guides
  - skill/experience reviews
- Employment resources
  - employer file
  - job seeking skills material
  - employment projections
- Women and blue collar articles
  - portraits
  - statistics
  - "how to" descriptions
- Slide projector and cassette including programs about different trades

The blue collar community workshops were adapted for use as a blue collar component of a Math-Science Conference for Young Women at Sacramento City College. The blue collar component included hands-on workshops by tradeswomen, utilizing the tools of their field, and career booths representing a wide array of blue collar occupations. The conference was attended by over 1000 young women, parents, and teachers interested in nontraditional occupations.

A monthly newsletter was produced and distributed, giving current information on trades and trade preparation, portraits of tradeswomen, "how to" advice, and dates of relevant meetings and activities.

## MATERIALS

A 22-page Information Packet on blue collar work is available from the project. The topics covered in the packet are:

- What is apprenticeship?
- The application process
- Federal laws and regulations affecting apprenticeship
- Growth of women in apprenticeship
- Searching for a job in the construction industry--tips for women
- Trade related experience survey
- NCWA services
- Newsletter and subscription attachment
- Job opportunities
- Resource list

## OUTCOMES

One hundred forty people participated in the eight community workshops and 80 teachers and counselors attended the three inservice workshops. The participants at each workshop were asked to evaluate the activity. A typical evaluation, from one of the inservice workshops for counselors, showed that 90% of the participants thought the workshop very worthwhile, 81% considered it very informative, and 71% very relevant to their needs. The follow-up activities that participants suggested included training the staffs of women's centers, visiting industries, ordering materials, telling students about NCWA, and talking to individual unions.

The blue collar library was visited by 250 people during the first four months of its operation.

## STAFFING

The Blue Collar Information Project is staffed by two half-time people who arrange the workshops, run the library and produce the newsletter. Their work is supported by the activities of NCWA's preapprenticeship program, and is assisted by NCWA's 13-member advisory committee. This committee is made up of individuals from the vocational education unit of the State Department of Education, grassroots community groups, and industry. The Blue Collar Information Project also has access to a group of tradespersons who give help as it is needed.

## FUTURE DIRECTION

NCWA plans to continue its current projects, including the Blue Collar Information Project, with funding from the State Department of Education.

## REPLICATION

Success of a project of this kind depends on accurately assessing the needs of the community and working closely with tradespersons to help meet those needs. Many people will not have an understanding of the concept of apprenticeship and will not support a program of this kind without background information and "consciousness-raising" information about the economic consequences for women who remain in traditional jobs (for example, the salary difference between a clerk and a mechanic). This project found it helpful to begin with the regulatory agencies in asking for aid in disseminating information, then working through leaders in the community, and finally working with tradespersons. This comprehensive approach gained wide community support for the project.

## Contact

Juanita Williams, Director  
Northern California Women for Apprenticeship  
1812 I Street  
Sacramento, California 95816  
916/448-2921

OR

Vocational Education Division  
California Department of Education  
721 Capitol Mall, 4th Floor  
Sacramento, California 95814  
916/445-5079



## Career Options for Teenage Parents

### Program Summary

- Address:** Orange Unified School District  
370 North Glassell  
Orange, California 92666  
714/997-7510
- Target Audience:** Pregnant teenagers and teenage parents in junior and senior high school.
- Occupational Area:** Career and vocational guidance topics, such as completing an application, doing a job search, mock interviews, interest and skill assessments.
- Description:** The program provides a course and counseling to help prepare teenage parents for successful entry into the world of work. The sixteen hour course is designed to make students aware of the full range of employment possibilities, including nontraditional careers. The counselor strives to build a sense of self worth in each student and to expose the students to role models that include women and minorities who are successful employees and parents. Exploratory work experiences further acquaint the students with nontraditional work circumstances.
- Outcomes:** Students typically begin the course with aspirations to stereotypical and/or glamorous jobs. However, after completing the course activities and exercises, they usually select careers that they never previously considered. Efforts are being made to trace career situations of former students.
- Funding:** California Department of Education, Division of Vocational Education: \$25,000.



## Setting

Just a few miles from the fantasy world of Disneyland, the Orange Unified School District has a program dealing with the challenging realities of the pregnant adolescent. The Orange School District population of approximately 29,000 students resides in a sunny, busy, urban city that radiates from an historic town circle, which includes a park, palm trees, and white stucco Spanish styled buildings with red tile roofs. About 15% of the population is Chicano. Growth in the new, outlying areas has resulted in offsetting declining enrollments. The school district serves communities in Orange and Villa Park and parts of Anaheim, Garden Grove, Santa Ana and Orange County. Although there are sections of homes in the over \$300,000 price range, the majority of the communities are middle class.

The Career Options for Teenage Parents Program operates in conjunction with the activities of the Expectant Minor Program and the Killefor Child Development Center. A teenager in this school district, faced with pregnancy, has the option of leaving her regular high school and enrolling in the Expectant Minor Program where she can continue her general education courses while awaiting the birth of her child. Once the child is born, the mother can enroll the child in the Child Development Center where a child-care nursery, preschool, and parenting instruction are provided. In the semester following the birth of the child, the mother has the option of returning to her regular high school or attending Richland, a continuation high school. Richland is conveniently located next to the Child Development Center, making it possible for a mother to visit her child during the day. About 80% of the mothers choose this option. It is in this context that the Career Options Program is attempting to enhance the career and vocational aspirations of teenage parents.

## History

Orange Unified School District has a history of involvement with and commitment to sex equity in education. The project director has previously been awarded a Women's Educational Equity Act Program (WEEAP) grant to develop videocassettes and a curriculum dealing with such topics as non-traditional jobs, dual roles, and expanding career options. The district also works with Project Equity, the Sex Desegregation Assistance Center for Federal Region IX, to eliminate any residual sex discrimination in Orange's educational programs. The project director has also been very active in Orange's dropout prevention efforts. The result was a successful effort on his part to combine sex equity and dropout prevention by addressing the special needs of pregnant females. This effort began with a Vocational Education Act (VEA) Subpart 3 grant to develop a curriculum, "Career Options for the Teenage Parent." The current program is funded by a second VEA grant. In addition to field testing and revising this curriculum, this grant focuses on providing vocational guidance and counseling. Grant monies are primarily allocated to a professional

counselor who strives to raise the self esteem of her students, help them to select careers from the full range of job possibilities, and move them toward emotional and economic self-sufficiency.

## **Description**

### **OBJECTIVES**

The overall goal of this program is to help prepare participants for successful entry into the world of work. These young mothers often have only themselves to look to as a source of financial support for their babies. As a result, they often rush into either welfare or low-paying, stereotypically female employment. In raising their children, these students often perpetuate their personal life/career expectations.

In order to address this situation, the project has the following objectives:

- To provide career counseling that presents the full range of employment opportunities;
- To assess and develop concepts of self worth for each student;
- To expose students to role models that include women and minorities who are successful employees and parents;
- To make students aware of the existence and influence of sex role stereotyping on young children;
- To convey a knowledge of basic job acquisition skills, such as job search and interviewing techniques; and
- To provide exploratory work experiences in jobs, including those traditionally limited to males.

### **CHARACTERISTICS**

The educational level of participants is junior and senior high school; pregnant teenagers as well as teenage parents have the option of participating. Although the project staff have no way of tracking pregnant students who suddenly leave school prior to acknowledging their pregnancies, the staff does enroll most of the students with acknowledged pregnancies. Students who plan to give up their babies for adoption after delivery are also eligible. The broad range of vocational testing, career counseling, and job exploration activities is covered through both a group class and individual sessions.

## ACTIVITIES

The career exploration course meets sixteen hours each semester. The first semester is classroom-based; the second is field-based. The major theme of both the career course and the individual counseling sessions is the concept that work can be fulfilling and interesting as well as a source of financial self-sufficiency. Both components of the program are carried out by a professional counselor.

In the classroom, the students learn the steps in applying for a job. They fill out employment applications, do a job search, experience mock interviews, clarify their personal interests and aptitudes, become familiar with the U.S. Department of Labor's Dictionary of Occupational Titles (DOT), and identify two or more careers to explore. Many students enter the course thinking that stereotypical and/or glamorous careers (such as fashion modeling) would be their career choice. However, as the course proceeds, students typically select careers that they had never considered previously.

At least three guest speakers are scheduled during the course. The speakers include women and minorities to emphasize that people somewhat similar to these students are capable of achieving success in diverse careers. Hearing and observing these role models encourages students to select different, less stereotypic careers.

A popular activity that provides additional role models is the Rap Session. Past graduates of the program return to talk with current students in an informal group setting. They explain the problems and successes that they have experienced with parenting, marriage and boy-friends, home, and work. The graduates are especially successful at dispelling romantic, unrealistic myths and dreams that many of the pregnant students harbor. They help their younger counterparts to anticipate the reality of their future situations, the skills they will need, and the rewards they can expect. The recent graduates are a source of hints and tips that is credible and acceptable to the young expectant parents.

For their field experiences, the students are divided into small groups based on career interests. These groups visit work sites in the Orange County area. Nontraditional settings are included to the extent that they are compatible with student interests. Such field experiences contribute both to further validation of career interests and to making the work setting more familiar and comfortable.

The program counselor conducts pre- and post-testing to assess student self esteem. A goal of the course and the counseling sessions is to raise the students' self concepts and confidence in their abilities to perform interesting jobs competently.

As a result of the Career Options Program being closely integrated with the Federally-funded Child Development Center, a number of

Comprehensive Employment Training Act (CETA) jobs are allocated to students in the program. The counselor works closely with other program personnel to place interested, eligible students in CETA jobs. These jobs provide indepth job exploration as well as the experience of actually earning an income.

The counselor maintains a file that corresponds with the steps in the course's Career Exploration Lab. This laboratory begins with testing that includes the Tennessee Self Concept Scale and the Kuder DD Occupational Interest Survey to establish each student's self concept and interests. Supplemental interest exercises are used to broaden and/or clarify the results from the Kuder. The file indicates student progress through the various values and skills identification exercises. The counselor charts student completions of the job seeking skills portion of the course, the special activities, and the field experiences.

#### MATERIALS

The "Career Options for Teenage Parents: Learning Units" curriculum was completed during the first VEA grant, which ended in July 1979. This curriculum is designed so that individual pages can be copied for use by a classroom of students. Sections begin with Guidelines for Use of the Unit, Resources, Student Performance Objectives, and a convenient chart that relates concepts, units, activities, resources, and evaluation. This package covers such topics as career assessment, decision-making skills, Spanish, interviewing techniques, and survival skills.

In addition to testing and revising the "Career Options for Teenage Parents" materials, the counselor has developed materials dealing with the topic of sex-role stereotyping. These materials are designed for the new parent. The counselor uses them with the students to show them how many of the common practices and customs surrounding childrearing result in forming traditional sex roles for children. Students also learn how these traditional roles can unjustly limit their child's life options.

A limited number of the first version of "Career Options for Teenage Parents: Learning Units" are currently available. The program director can provide further information on materials developed in this project.

#### OUTCOMES

The Career Options Program serves a student that typically has no father, averages 16.3 years of age, and, in about two thirds of the instances, is Caucasian. Staff is currently attempting to track students after they have left the program or have returned to their original schools. Success on this activity will serve two purposes. Most importantly, it will provide longitudinal data that can be used for evaluative purposes. Additionally, staff can identify program graduates who might be available and willing to participate in Rap Sessions.



The number of participants in the Career Options program varies depending largely on the time in the academic year. In the fall, approximately 20 females may be enrolled in the program; this number increases as the academic year progresses.

Based on staff observations and participant reactions, the staff feels that the program is successful in preparing teenage parents to deal with their roles as parents and providers. They feel the students are learning that work can provide interest, excitement, challenges, and growth situations as well as an affirmation of a person's worth, skills and talents. Student comments indicate an enthusiasm for program materials and staff. An informal survey of the aspirations of participants yielded a variety of vocational fields, including several in nontraditional areas.

#### STAFFING

The Career Options program operates under the director who devotes approximately 10% of his time to the project. Classroom and counseling activities are conducted primarily by the counselor who is currently funded for 60% time.

These official project staff members work closely with the other human resources in this educational setting. There are one and a half full-time equivalent (FTE) general education teachers who teach courses in the modular classroom buildings that serve the pregnant students. (The exact FTE varies with the number of pregnant students being served.) The full-time Child Development Center director often serves as a counselor, community liaison, parenting instructor, job developer, and surrogate mother. In the nursery, the child development director is assisted by an early childhood specialist and several teacher's aides. When the toddlers move from the nursery to the preschool, they are taught by early childhood specialists at a ratio of about six to one.

The principal, teachers, and counselors that serve the continuation high school typically provide educational services to program participants after their babies are born. The program counselor works in this setting with students once the student leaves the modular classroom (where they attend classes prior to delivery). Thus, the Career Options staff is augmented by working harmoniously with many other educators at the program site.

The program advisory committee now functions very efficiently and successfully. This situation is in part the result of merging the program advisory committee with the committee that serves the Child Development Center and Expectant Minor Program. Because these programs have common concerns and overlapping objectives, the meetings move smoothly from the business of one program to the business of the next.

This merging of committee meeting times is seen as being highly instrumental in infusing the Career Options program into the existing

programs at the Child Development Center, the continuation high school, and the modular classroom courses. Prior to this change, the Career Options program found itself to be "outside" these other programs. It was faced with operating without the personal relationships, linkages, and coordination processes that are so essential to successful programs.

The advisory committee is further strengthened by the inclusion of parents, students, grandparents, and community members in addition to the usual posts for directors, administrators, and educational staff members. This diverse membership serves to provide multiple perspectives and strategies for meeting the various program goals.

#### FUTURE DIRECTION

The Career Options staff would like, first and foremost, to secure stable funding for their program. An increase in average daily attendance (ADA) funds for each minor would assist in this goal. The acquisition of vocational education funds for longer than a single year would further strengthen their program.

The staff would like to work toward an efficient system for referring students to the Regional Occupational Program. They hope to make increased progress in reducing absences and obtaining follow-up data on program graduates. They look to the day when a vocational education teacher would be included in the staff on their campus. In the immediate future, they would like to secure more substantial vocational education funds so that the counselor's time could be increased to 100%. They would plan to produce a "how to" manual for others interested in replicating this type of program.

#### REPLICATION

The Career Options program began with a \$75,000 VEA Subpart 3 grant and has continued this year at the \$25,000 level. These figures, however, are misleading. In effect these monies are added not only to the ADA general education monies, but also to the substantial Federal grant that supports the Child Development Center.

The counselor has found that prepared vocational packages and laboratories are not well-suited to these students. The students need more personal exchange in order to be motivated and more assistance to compensate for lack of skills and abilities. Experiential learning, such as mock interviews, is highly successful. Also, in keeping with her students' needs for personal attention, she feels that large bus trips to work sites are too impersonal. The small group, targeted trip results in far greater personal investment from the students.

## Contact

Don Isbell  
Orange Unified School District  
370 North Glassell  
Orange, California 92666  
714/997-7510

OR

Vocational Education Division  
California Department of Education  
721 Capitol Mall, 4th Floor  
Sacramento, California 95814  
916/445-5079

# Job Readiness Training

## Program Summary

- Address:** Community College of Denver, Women's Center  
Red Rocks Campus  
12600 W. 6th Avenue  
Golden, Colorado 80401  
303/988-6160 X213
- Target Audience:** Displaced homemakers--defined as persons who have been homemakers but who now, because of dissolution of marriage or because their husbands have been disabled, must seek employment; persons who are single heads of households and who lack adequate job skills; and persons who are currently homemakers and part-time workers but who wish to secure a full-time job.
- Occupational Area:** The project provides job readiness training. The participants are trained in time management, personal presentation style, skin and hair care, exercise and nutrition, job-wise fashion, stress management, self-assessment, goal setting, assertiveness training, the employment picture for women, new options, employers' and employees' expectations, employee rights and responsibilities, job search techniques, interview procedures, and résumé writing.
- Description:** The project is designed to provide displaced homemakers with the confidence, the techniques, and the job market information needed to conduct an effective job search. They prepare for a job interview and develop appropriate expectations to maintain a job. These goals are met with a series of six workshops that last for three days each. Individual guidance is offered so that each woman can realize the goals that she has set for herself. In addition, the project provides a half-day program for employers. This session presents evidence to dispel myths regarding the capabilities of displaced homemakers and commends companies that have assisted and promoted women.
- Outcomes:** Early statistics indicate that 75% to 80% of the participants will gain employment and another 10% will seek further training. Participants exhibit a substantial increase in self-confidence, believing that they can accomplish their career goals.
- Funding:** Colorado Division of Occupational Education, State Board for Community Colleges: \$6,700.



## Setting

The Community College of Denver (CCD) Red Rocks Campus is a modern building set into the sloping terrain amidst an outcropping of earth-red boulders. The Red Rocks Campus is located in the foothills of the Rockies in Jefferson County; the surrounding community is a high-income residential area between the city centers of Denver and Golden.

Metropolitan Denver is a rapidly growing area without the problems of severe unemployment. Considered by many to be one of the most desirable locations in the nation, new industries and businesses are eager to move to Denver. Modern office buildings, mixed with historic styles, house some of the nation's leading financial institutions and comprise a major financial center. Modern, spacious industrial parks provide additional office and industrial space for business expansion. A combination of factors, such as the financial center and the surrounding natural resources, has led to the development of a major energy industry in the Denver area. Many energy-related jobs are appearing in response to this growth.

## History

In 1974, at a time when student and community interest in women's career and life role issues was growing, the Red Rocks campus developed a Women's Center. The Center pioneered in offering "Exploration in Non-Traditional Jobs for Women" which featured "hands-on" experience in many occupations not dominated by women. These workshops were featured in McCalls and Woman's Day. In addition, the Center conducted research in alternative work patterns and published the results of that research as well as a report on the experiences of employers and employees who experimented with flex-time, shared- and compressed-time programs.

By the end of the seventies, the Women's Center had a core program, underwritten by the college, including the re-entry programs and support groups for new students, resource and referral information, individual assistance in solving many kinds of problems and exploring options, a quarterly newsletter, weekly lunch-time programs and short-term programs which spotlight other departments on campus.

In addition to the core activities, the Women's Center has located funding for programs to serve special groups. The Center recently concluded a year of funding from Jefferson County CETA in which 81 displaced homemakers had "hands-on" exposure to 12 non-traditional occupations. At present there are two different programs for displaced homemakers. One, "Job Readiness Training," is funded by the Colorado State Board of Community Colleges and Occupational Education. The other, "Women At Work," features self-directed placement and upward mobility programs; it is being funded by the Colorado Office of Manpower Planning and Development and the State Displaced Homemaker Program.

## Description

### OBJECTIVES

The overall goal of the Job Readiness Training project is to increase the job placement of displaced homemakers and other special groups. Specifically, the project:

- Provides job skills training;
- Instructs in appearance and presentability for employment;
- Exposes participants to employers' expectations and employees' rights;
- Assists with career choices;
- Improves job readiness through study skill preparation, tutoring, skill level education, and remedial assistance;
- Increases the number of displaced homemakers in job training or employment; and
- Interacts with personnel directors from industries and companies in the Denver metropolitan area.

### CHARACTERISTICS

The target population for this project is displaced homemakers who are defined as 1) persons who have been homemakers but who now, because of dissolution of marriage or a husband's disability, must seek employment; 2) persons who are single heads of households and lack adequate job skills; 3) persons who are currently homemakers and part-time workers but wish to secure a full-time job; and 4) persons who are seeking a challenging and/or higher paying job. Participants range from 18 to 67 years of age; at least 75% have incomes less than \$12,000. Most require emotional support and technical information to make the transition from homemaking to employment.

The project provides job readiness workshops that address the issues of time management, personal presentation style, skin and hair care, exercise and nutrition, job-wise fashion, stress management, self-assessment, goal setting, assertiveness training, the employment picture for women, new options, employers' and employees' expectations, employee rights, job search techniques, interview procedures, and résumé writing.

### ACTIVITIES

Many of the displaced homemakers are hesitant to approach the community college through regular channels. They believe that the

students are all young, have fresh study skills, have no constraints on their lives, and are in complete command of the college system. The Women's Center provides an approachable entry-point to the college. The activities at the Women's Center do not require long-term commitments nor are they coded in catalogs and schedules. The events at the Women's Center are announced in attractive brochures and flyers, which usually provide an easy-to-use, tear-off enrollment form and a telephone number.

The project staff further address the need to overcome any anxiety or reluctance that a displaced homemaker may feel. Before the training, they make personal contact with each client that applies for the workshops. This contact allays any remaining concerns, and reviews the time and location with the participant. The project benefits because the contact increases the attendance rate and pins down a specific number of attendees for planning purposes. The staff enrolls participants on a first-come, first-served basis. There is usually a waiting list and this system of verifying attendance prior to the start of the activity sometimes makes it possible to include a few of the top names on the list.

The Job Readiness Training project provides three-day workshop sessions, offered six times a year. Four workshops take place at the Red Rocks Campus and two are held at the local CETA office.

The Red Rocks sessions meet in the campus faculty room. This setting provides a comfortable, non-classroom environment for the training. The project staff add to the warmth of this setting by talking with the participants and personalizing the situation. They also handle a myriad of details, such as greeting the guest speakers, arranging contract paperwork and participant packets, and handling last minute problems. The program also utilizes consultants (e.g., a nurse, a nutritionist, a cosmetician, a career counselor, a business consultant, and a personnel director from the private sector) for the special topics of appearance, assertiveness, skills assessment and employee expectations, making it possible to provide greater depth. These consultants are able to use actual experiences drawn from their professions.

Although the workshops were designed to accommodate about 20 participants, the staff has been over-enrolling each session to compensate for drop-outs. However, since the drop-out rate has been very low, they have had from 25 to 33 attendees. This number is too large for many of the workshop activities; the self-assessment, goal setting, and assertiveness training sessions, especially, suffer when the group is too large.

Participants fill out an evaluation form, which the staff uses to improve and adapt the training. About two or three weeks after the workshop, the participants are invited to attend a potluck reunion. Here they can have contact with the participants in the workshop, ask questions, and generally get support for their goals.

When the displaced homemakers come into contact with the campus and the Women's Center, they learn about the many other activities and programs that are available. They find out about the information and referral system. An extensive file provides the names, addresses, and specialties of doctors, lawyers, counselors, and other helpful professionals. The Center also produces a quarterly newsletter.

The staff is constantly updating and expanding its career file. It provides information on salaries and includes magazine and newspaper articles. The career file is a valuable source of information on nontraditional careers, accounts of personal reactions to a particular occupation, and new and different career options.

The Women's Center also sponsors a brown bag lunch series. Once a week they arrange for a speaker; there are no charges and no reservations required. Speakers have addressed such topics as helping your children through a divorce; identity versus roles, 1981 and beyond; and job searching.

A counselor from the Career Advisement office on campus facilitates a women's support group which is arranged by the Women's Center. The participants meet once a week and must commit themselves to attending a minimum of six sessions. The Center also aids reentry women. Prior to each semester, the reentry women can go on a campus tour, learn how to read college schedules, and be introduced to special financial aids for reentry women, such as Clairol's Loving Care and the Business and Professional Women's scholarships and loans.

Throughout Fall 1980 and Spring 1981 the Women's Center conducted the Career Exploration in Non-Traditional Jobs for Women workshops which provide women with the opportunity to earn two college credits while they spend ten days exploring twelve occupational fields. These workshops were offered five times last year and were open to displaced homemakers and others interested in a nontraditional career. The workshops utilized college vocational instructors and provided "hands-on" job sampling in fields such as carpentry, plumbing, and solar technology. A panel of nontraditional women helped participants learn what a nontraditional job is like; assertiveness training gave them the strength and confidence to enter a nontraditional field.

Some women come into the Center in response to the newspaper ads, public service announcements, word of mouth, brochures, and other publicity efforts that the staff is constantly making. The staff is especially interested in recruiting more handicapped and minority women.

The Women's Center works closely with CETA to avoid duplication of services. A CETA staff member identifies community resources and coordinates with the Women's Center to refer their displaced homemaker clients for Women's Center services and also to see referrals from the Women's Center who might qualify for CETA counseling, training and job clubs.



The project staff also informs employers about the resource that the displaced homemaker represents. Whenever possible, the staff involves businesspersons in project planning, advisement, panels, and activities. At a recent symposium, 300 employers were invited to focus on the employment of displaced homemakers and strategies to provide entry opportunities, special support, and chances to advance.

#### MATERIALS

The staff has prepared a packet for the Job Readiness Training workshop. Some of the materials enclosed are an agenda; fitness facts; stress tests; hair care and cosmetics guides; an assertiveness inventory, skills glossary; a résumé guide; and the workshop evaluation form.

A past project produced a 58-page directory, Directory of Services for Women in Jefferson County. It is divided by categories, such as health, and has a thorough index. The 1979 edition is available from the Women's Center for \$1.25 plus 50¢ postage. A 1981 edition is being prepared.

#### OUTCOMES

The first Job Readiness Training session in August of 1980 enrolled eight participants. From this group seven are employed or in training; one has not responded to follow-up efforts. Projections of early statistics indicate that 75% to 80% of the participants will gain employment, while another 10% will seek further training.

In the course of a year, 1979-1980, the Women's Center had 4,116 contacts; these include phone calls and visits. An allowance for duplications would indicate that about one quarter, or 1,029, individuals have been served. About 35% to 45% of these women are displaced homemakers. Although it is not easily measured, the staff has observed another important outcome. Displaced homemakers were often terrified when they first came into the Women's Center. They were afraid to go to school and/or to look for a job. After benefitting from workshops and/or services at the Center, they left with confidence, able to pursue their life goals.

#### STAFFING

The Job Readiness Training project shares staff with the "Women At Work" project and the CCD Women's Center. The project director/coordinator has a half-time position and devotes about one-quarter, or five hours per week, of her time to the project. She teaches the job search techniques portion of the training. The college provides the director/coordinator's salary as an in-kind contribution. In reality, she spends more than 50% time and would like to see the college increase the position to full-time. She would especially like to increase the time spent on scheduling and publicity efforts.

The project associate/counselor has a 75% position. Her salary is covered by grants, and she spends about 15% of her time on the Job Readiness Training project. The project assistant devotes about four hours a week to the project. But the staff feels that the project would benefit from an increase in the time available to this position.

Currently the project is fortunate to have a work-study student who is skilled in graphics, newsletter copywriting and production, counseling, and training. She is a substantial asset to the professional staff and even conducts some of the training sessions. She works 16 hours a week on activities at the Women's Center.

The grant also covers some of the half-time clerical support. The Women's Center frequently fills this support position with a CETA worker. Although these workers have been responsive and skilled, the turnover is high since they often move on to jobs in their career fields.

The project uses CETA personnel and consultants at some of the training sessions. The CETA trainers represent an in-kind contribution; the consultants are paid from a line-item in the project budget.

An advisory council assists in the development, implementation, and evaluation of the project. Three members are on campus, and three represent off-campus affiliations.

#### FUTURE DIRECTION

The Women's Center has submitted a proposal to carry the Job Readiness Training workshops into 1981-82. The Women's Center has received pressure from some CCD campus instructors who are concerned about budget cuts. They would like to recover college money from the Women's Center and return it to instructional programs. Should support be withdrawn by the college, the coordinator visualizes the Women's Center operating in a "store-front" setting. She feels there would be some advantages to this approach. For example, displaced homemakers would be less frightened by a nonacademic site and the Center would be more visible to the community.

The Women's Center has not been funded to provide child care, and the Early Childhood Education program on campus will only accept a few children who meet specific characteristics. In addition, they require that the children are present during a set schedule. This lack of convenient child care services presents a problem to many displaced homemakers. The high school across the road from the Red Rocks Campus, however, has received a state grant for \$140,000 to provide drop-in child care. The director would like to make this resource available to clients of the Women's Center.

As of May, 1981, the Center began offering Saturday and evening seminars for women already working at entry-level jobs. These seminars will improve their chances for advancement.

The State of Colorado passed legislation to collect \$5.00 from each divorce filing to be used for displaced homemakers. Statistics suggest that this amount should total about \$120,000. The Department of Labor has plans to match this amount, which would bring the total to \$240,000. The Center has been awarded some of this money to develop the upward mobility programs and, also, the Job Clubs for Displaced Homemakers. The Job Clubs are expected to enroll 8 participants each month for 10 months. During the month each Club operates, the members will meet daily for the first two weeks when many of the components of Job Readiness Training will be offered. During the second two weeks, the Club will convene three times a week. Participants will practice telephoning employers and going out on interviews. Members will provide one another with encouragement, support, criticism and a listening ear. It is expected that at least 75% of those completing the Job Club program will be employed at more than minimum wage before the month ends.

#### REPLICATION

The project director would recommend that any new project carefully set priorities, limit its target audience, and grow slowly. By pacing expansion activities, a project allows itself time to accomplish its goals. After a project has successfully met its original, limited objectives, it can evolve into a full-service operation. There is also pressure for staff to join many organizations. The director cautions new staff members to select groups carefully and not overextend themselves with extra professional commitments.

The staff at the Women's Center is able to interchange roles and jobs. This flexibility has helped them manage multiple projects and activities and cope with insufficient staffing. The half-time permanent coordinator, half-time clerical staff and part-time project coordinator are supplemented with two volunteers, a work-study student and, occasionally, a work training employee from CETA.

Another concern of the staff is the need to develop positive relationships with the campus personnel. The Women's Center coordinates with the campus administrative council and uses instructors as project consultants. Using campus instructors as trainers has helped make them more aware of sex equity in vocational education. Many have become sympathetic to the problems that face the displaced homemaker and to the goals of the Women's Center's projects.

In order to overcome the feeling that campus monies should not be directed to the Women's Center, the staff has been willing to share its space, help with student registration tasks, and provide other services for the campus. The director wants to prove that the Women's Center is an asset to the entire campus.

The staff recommends building strong public relations with the media, campus administrators, and outside organizations as well as with the instructors. If an on-campus public relations professional is not

available, the project should hire a public relations consultant who has media contacts and technical expertise. The staff strives to reach all speakers by telephone so that a personal contact is made. They follow-up with a letter of confirmation and always send a thank you letter after the event.

The staff advocates using standardized evaluation and counseling procedures. They alter workshop formats and content in response to participant feedback and feel that, as a consequence, the workshops improve each time. For example, the staff realized it was preferable to move the "hands-on" experience of the nontraditional career exploration workshop to the beginning of the session. It was helpful for participants to have some experience on which to base the workshop information.

### Contact

Joyce Forney  
Women's Center  
Community College of Denver, Red Rocks Campus  
12600 West 6th Avenue  
Golden, Colorado 80401  
303/988-6160, X 213

OR

Jan Cromwell, Assistant Superintendent  
Division of Occupational Education  
State Board for Community Colleges and Occupational Education  
1313 Sherman  
Denver, Colorado 80203  
303/839-3011





# Pre-Employment Training Program for Displaced Homemakers in the Machine Trades

## Program Summary

- Address:** Mohegan Community College  
Mahan Drive  
Norwich, Connecticut 06360
- Target Audience:** Primarily displaced homemakers -- adult learners -- although any woman who has graduated from high school is eligible.
- Occupational Area:** Machine Trades.
- Description:** The program is aimed at increasing displaced homemakers' ability to obtain employment in the vocational field of machine trades (where they are under-represented) and improving displaced homemakers' ability to become independent and self-supporting. Following a thorough recruitment and pre-screening process, project participants are enrolled in a comprehensive 14-week, pre-employment training program, consisting of 120 hours of basic instruction in the machine trades augmented by 28 hours of counseling. At the successful completion of the training cycle, participants are assisted in finding entry-level positions in the machine trades.
- Outcomes:** Seventeen students were enrolled in the first program cycle. The objective of the program is to increase job readiness and opportunity for displaced homemakers in Connecticut by training women for immediate entry into industrial machine operation jobs traditionally held by men.
- Funding:** The Connecticut Bureau of Vocational Program Planning and Development (Division of Vocational Education) provided a \$10,000 grant. In addition, area business establishments contributed \$300; Mohegan Community College gave over \$3,000 as an in-kind contribution.

## **Setting**

Mohegan Community College is part of the Connecticut Regional Community College System. In July of 1972 Mohegan Community College moved into its current facility. The buildings are located on a campus of almost 15 acres, centrally located in southeastern Connecticut, less than a mile from the Route 2 and 32 connector. It can be quickly and easily reached from any part of southeastern Connecticut. Aside from special programs for the adult learner, Mohegan Community College offers two-year transfer, general, business, and occupational programs leading to an Associate in Arts or Associate in Science Degree. The college is accredited by the State of Connecticut Board of Higher Education and received full accreditation from the New England Association of Schools and Colleges.

Southeastern Connecticut is quite industrial. In fact, the machine trades are the largest single trade in the area.

## **History**

At a February 1980 meeting of the Connecticut Technical/Community Colleges Cooperative Business-Industry Liaison Program (also known as the LINK program) industry representatives pointed out the acute shortage of skilled machinists in eastern Connecticut. Similarly, the Eastern Connecticut Development Council conducted a survey of 70 industries and found a critical need for skilled people in the machine trades. Industry representatives and community college administrators believed that a short-term, pre-employment training program for displaced homemakers in the machine trades would provide a highly effective and pragmatic solution to the immediate and long-term problems of both displaced homemakers and major industries in the area. A proposal was developed and submitted to the State Division of Vocational Education. Funding was received for the period August 1, 1980 through February 28, 1981.

## **Description**

### **OBJECTIVES**

The central goal of the program is the improvement of displaced homemakers' ability to become independent and self-supporting and, specifically, to increase their ability to obtain employment in vocational fields where they are under-represented. Translated to the situation in eastern Connecticut, this means increasing the number of women employees in the local machine trades.

## CHARACTERISTICS

The program is specifically designed for adult women, most of whom are displaced homemakers, who will be provided with 120 hours of instruction in the machine trades, augmented by 28 hours of counseling. This instruction includes machine shop mathematics, blueprint reading, metrology, machine theory and orientation, and manufacturing materials and processes.

## ACTIVITIES

There were 17 women participating in the first program. They ranged in age from just over 20 years old to almost 55 years old. They were single, married, divorced, separated, or widowed.

The program has been advertised throughout the area. Articles and advertisements have been placed in local newspapers, brochures and pamphlets distributed at various sites, information has been disseminated through the Regional Counseling Center. In addition, the information regarding the program has been published in the "help wanted" section of the newspaper.

Over 30 individuals wanted to be considered for the first program. Through the intake services provided by the Regional Counseling Center of Southeastern Connecticut, the program implements a thorough pre-training assessment procedure designed to select the displaced homemakers most likely to enjoy and achieve employment in the machine trades. The intake process includes an information session (1-1/2 hours -- a weekday meeting with presentations by two women currently working in the machine trades, introductions of counselors, and showing a film describing the work of the machinist); two testing sessions (2 hours each -- interest and values inventories and tests to assess manual and cognitive aptitudes for machine operation); and an individual counseling session (1 hour -- to discuss the results of the testing). Out of this the counselors selected the 17 women who seemed most likely to like the work and who had the aptitude to be machinists.

The six peer counselors (3 paid, 3 volunteers) work closely with the project director and meet regularly with the participants either individually or in groups to provide services designed to assist the participants in developing the skills necessary to make the transition from homemaker to student to employee and to have confidence in their ability to become independent and self-supporting individuals. There is one peer counselor for every three students, and the students are able to select the person they want as their peer counselor.

Training consists of 120 hours of classroom instruction in five areas of machine operation. Machine shop mathematics (40 hours) provides an intensive but practical working knowledge of arithmetic, geometry, trigonometry, and metrics. Basic blueprint reading (44 hours) teaches students to master the essential skills of understanding the specific and

precise communication through dimensioned engineering drawings utilized in machining. Metrology (12 hours) involves the basic skills and techniques of the most commonly used hand and measuring tools. Introduction to manufacturing materials and processes (6 hours) gives students a basic understanding of materials, how they are produced and in what different forms they are produced, hardening and tempering processes, and case hardening, annealing, and stress relieving. Machine shop theory and orientation (18 hours) teaches the proper use of equipment, with specific emphasis on safety, orientation to machine functions, and terminology.

#### MATERIALS

No specific materials have been produced by this project. Only the original proposal and a syllabus for each of the components of the training program exist.

#### OUTCOMES

The project director works with representatives of local industry to make them aware of the benefits of hiring trained displaced homemakers. With the assistance and support of these local industries and the LINK program, entry-level machine operation jobs will be identified and those participants who complete the training will be placed in these positions.

#### STAFFING

The staff is comprised of a project director, an assistant project director, four instructors, and a peer counseling coordinator. All staff members serve in a part-time capacity. Their work on the project represents only part of their duties for the college. There is also coordination with the Regional Counseling Center and the State Division of Vocational Education.

Members of the Connecticut Technical/Community Colleges Cooperative Business Industry Liaison Program serve as an ad-hoc Advisory Committee. They are very interested in the program and provide information, guidance, and assistance whenever possible. They will be especially helpful in the job placement phase of the program.

#### FUTURE DIRECTION

Funding for a second cycle of the program was approved by the State Division of Vocational Education.

#### REPLICATION

With the proper funding, this program would be easy to replicate. Funds are needed to cover such expenses as the salaries of the instructors and administrators and to provide for promotional materials.



**Contact**

Judith Newman  
Mohegan Community College  
Mahan Drive  
Norwich, Connecticut 06360  
203/886-1931

OR

Carole Aiken, Consultant/Sex Equity  
Division of Vocational Education  
State Department of Education  
Box 2219  
Hartford, Connecticut 06115  
203/566-3430

## **"INTO" Introduction to Nontraditional Occupations**

### **Program Summary**

- Address:** Wilmington Skills Center  
13th and Poplar  
Wilmington, Delaware 19801  
302/654-3188
- Target Audience:** CETA-eligible adult women
- Occupational Area:** Auto Mechanics, Carpentry, Mechanical-Electrical, Welding, Shipfitting, and Pipefitting
- Description:** INTO introduces women to and encourages them to participate in nontraditional skill training programs. The course is a two-day to two-week intensive "hands-on" experience in which the participants explore nontraditional occupations for women with emphasis placed on mathematics "brush-up," physical fitness, network building, exploratory experiences in a variety of shops, and identification of basic tools of the trades. The expected outcome of the project is increased enrollment of women in nontraditional training at the Wilmington Skills Center.
- Outcomes:** During the first few months of INTO 30 women were processed through the program and for FY 1980, 95 women were enrolled in shops. In FY 1981, 60 women were enrolled in shops during the first six months of the year. About 85% of the women who complete INTO are accepted into shops.
- Funding:** Began last year with \$16,000 equity funding from the State Department of Public Instruction. In the current fiscal year the program has \$12,000 in CETA funding.

## **Setting**

The school where the program is held is a former public high school. A modern technical school was built next to the old school to accommodate a larger school population. The Wilmington Skills Center is converting the older facility for use. Concrete block cubicles are being constructed for use by welding students, hydraulic lifts are being installed in the auto repair area. The mechanical-electrical and carpentry sections are now in use; a day care center is operating, as are the pipefitting and shipfitting modules. There is a Communication Skills Laboratory to provide evaluation of and intensive instruction in reading and math skills that students need for the vocations taught in the school. Several of the women presently enrolled in INTO work in the lab from 3:30 to 5:15 several days a week. The school is situated in an economically depressed downtown area containing mostly black residents. However, the school population is racially mixed. The voluntary desegregation plan for the Vocational Technical School is progressing smoothly.

## **History**

The Wilmington Skills Center has been in operation for ten years but women were not encouraged to attend. About a year and a half ago the program director obtained \$16,000 in equity funding to introduce a women's program (INTO and WITT) into the Center. She was able to get the program accepted by most of the instructors and effected placement of some women in nontraditional jobs. Her successor has carried on the program under CETA funding but with a reduced amount (\$12,000).

## **Description**

### **OBJECTIVES**

The program's objective is to introduce women to nontraditional occupations in a supportive atmosphere. In addition, it encourages women to follow nontraditional careers and provides support services for successful participation, completion, and job placement.

### **CHARACTERISTICS**

Participants in the program are disadvantaged women 17½ years old or older (CETA requirements). Many are single parents. Some have a high school diploma, some the GED equivalent, and a number are high school dropouts.

Originally the women were able to participate in nine programs, but the move to new facilities and reduced funding caused a cutback to six skill areas. These skill areas include auto mechanics, carpentry, mechanical-electrical, welding, shipfitting, and pipefitting.

## ACTIVITIES

When a woman is referred to or approaches the Wilmington Skill Center, she is sent to the INTO office. There she is given a brochure about the opportunities, a five minute reading test, an application form with questions about physical fitness and previous experience with tools and appliance repair, and information on each of the skills for which training is offered. If reading and math skills are below seventh and fourth grades respectively, the prospective participant is referred to the Communication Lab for intensive remedial work, which takes place from 3:30 to 5:15 PM, after the INTO session. If the skills are very low, the women may be referred to Adult Basic Education.

As an aspect of reality testing, staff members prefer starting the applicants a week after the intake interview. At that time, each woman is given a pre-test exploring knowledge of tasks, math skills, and specific attitude toward jobs. The program has several well integrated components. Depending on individual need, the participant may choose a two-week, a one-week, or a two-day orientation program. During the program each woman spends two to six half days in the shops and works in all the offered skill areas. If she has already made a choice, she concentrates on that shop.

Assertiveness sessions are given as needed during the training component. Since so many of the women have a poor self image, this is a very important activity. Another important aspect of nontraditional work is physical strength. Therefore, twenty minutes of physical exercise is required every day to start the participants thinking about strengthening their bodies.

Women are regrouped several times during the program whenever problems arise or women drop out. They develop a contract with themselves to practice a new behavior. This is hard work in addition to the difficult skill training, so the program is kept flexible to meet individual needs.

The WITT (Women in Training Today) program was designed to function with INTO and to provide support services during additional training. After the INTO orientation, the skill instructors may accept the women into the skill introductory program for differing time frames depending on the skill area. While in this training to prepare for apprenticeship or job entry, the women still use the services of the INTO-WITT staff. It is anticipated that the WITT program will absorb INTO functions and WITT will become a more integral part of the Wilmington Skills Center.



WITT developers patterned the program on concepts developed by Wider Opportunities for Women in Washington, D.C. and New Jobs for Women in Philadelphia. They also obtained information on programs in Denver, Boston, Fort Wayne (Iowa), and Cocoa Beach (Florida).

#### MATERIALS

Copies of pre- and post-tests, assertiveness materials, tool lists and the program proposal are available for cost of duplicating, including time of the operator, and postage. Most of the materials have been adapted from other sources to meet the needs of this program. There are instructions on lifting, reaching, and physical fitness. There are quizzes about tools, questionnaires on assertiveness, and math and reading tests. The program administrators have collected a great deal of material helpful to counselors of women going into nontraditional shop careers.

#### OUTCOMES

Successful completion of INTO is judged by regular attendance and consistency in meeting time limits, participation and cooperation in each shop visit, enthusiasm for physical fitness, desire to improve math and tool identification skills. Women who do not meet these criteria usually drop out of the program. About 70% of the women who begin the INTO program enroll in Skills Center shops upon completion of the session. Of the women who complete INTO, about 85% are accepted into shops. The remaining 15% are usually eligible but select other options.

The number of interested, capable, ready women is increasing. All nontraditional skill training shops at the Skills Center are open to women.

#### STAFFING

There are four staff slots, coordinator/counselor, administrative assistant, job developer and INTO shop aide. The coordinator has a degree in social work and counseling. The job developer position requires a college degree; the other positions require experience working with women or in nontraditional work areas.

#### FUTURE DIRECTION

Continuation of INTO will depend on availability of CETA funding. If funding continues, the staff hopes to integrate INTO into WITT and to increase the number of women who can be served.

#### REPLICATION

With proper funding and institutional support, this program could be a part of most skill training centers and vocational/technical schools. Costs would run about \$1,200 per participant based on the INTO model.

## **Contact**

Elaine Steinacker  
INTO/WITT  
Wilmington Skills Center  
13th and Poplar  
Wilmington, Delaware 19801  
302/654-3188

OR

Carol O'Neill Mayhew  
Coordinator, Sex-Equity Program  
State Department of Education  
Dover, Delaware 19901  
302/678-4885



# **KEY TO THE FUTURE**

**WILMINGTON SKILLS CENTER**

# Women's Correctional Institute Arts Workshop: Furniture Building

## Program Summary

**Address:** W.C.I. Arts Workshop, Inc.  
Two West Fifth Street  
Wilmington, Delaware 19801  
302/652-5098

**Target Audience:** Incarcerated women.

**Occupational Area:** Furniture building.

**Description:** The project is designed to use training in basic carpentry skills to introduce incarcerated women to the concept of nontraditional career options and an understanding of the advantages of choosing a nontraditional career. The process is structured as if it were a business, and each participant is allocated responsibilities as part of a business. Individual initiative and cooperation are stressed. The project hopes to encourage the expressed desire of the inmates to participate in nontraditional skill training and to view such training as a positive option.

**Outcomes:** Some inmates have changed to a more positive attitude about themselves and about nontraditional jobs. Several women have enrolled in the Wilmington Skills Center in nontraditional programs. Prison personnel are more receptive to the program idea.

**Funding:** Federal Vocational Education: \$11,084.

## Setting

This is the only women's prison in the state; therefore inmates come from rural and urban areas all over the state. The Correctional Institute houses 40 to 60 women in minimum, mid and maximum security. There is a great deal of overcrowding with no immediate plan to relieve the situation, since there is ambivalence about moving to a new facility or expanding the current one. The inmates are housed in several low concrete block buildings on the same grounds as the juvenile girls facility. No nontraditional skill development programs other than the furniture building exist in the institution.

## History

Project C.U.L.T.U.R.E. was an attempt to develop art programs for the Women's Correctional Institution. The program coordinator had known about the Wilmington Skill Center and perceived the possibility of linking the Center and the prison in developing some vocational training for the inmates. After a great deal of effort, she was able to convince prison personnel to allow her to conduct a carpentry awareness program for inmates. Since she was given no space, she started the program outside in the prison yard. Later she was given a basement room in which to hold classes. The women responded well to the classes and asked for more training. The state sex equity coordinator was invited to see the project, and she recommended grant applications to obtain funds to develop the program. State Vocational Education funding was obtained. Project C.U.L.T.U.R.E. tools and supplies were supplemented by purchases of additional materials. A female instructor was hired, but was not successful in the position. Two male guards were then hired as part-time instructors and have worked out very well. They are paid more than they would get in most other part-time jobs and take their responsibilities seriously.

## Description

### OBJECTIVES

In general, the WCI Arts Workshop familiarized the institution with the idea of nontraditional jobs for women and facilitated a connection with the Wilmington Skills Center to accomplish some nontraditional job training for inmates eligible for released time. More specific objectives were:

- To expose the women to basic tools and to develop basic use skills for the home and, possibly, a paid job;



- To gain some insight about training for a vocation and to develop attitudes necessary for job success; and
- To provide inmates a means of earning money. No other income-producing opportunity existed in the prison and the women needed money to purchase personal items not provided by the prison.

### CHARACTERISTICS

Most of the women in the prison and, therefore, in the program are black, in their early twenties, have had little or no formal work experience. In spite of having had some high school, most have low reading levels. They come from all parts of the state and reflect rural as well as urban backgrounds. Few have had any experience with carpentry before entering the workshop.

### ACTIVITIES

The women attend the workshop for three, two and one-half hour sessions per week. The program is run in a fashion similar to a Junior Achievement project. Each woman begins at the most basic level and progresses at her own pace in an unstructured setting. The women make their own decisions about direction of the program. They started with very cheap materials and asked for better wood when they felt they were skilled enough. The inmates earn one dollar an hour when they begin and are raised to \$1.50 an hour after demonstrating seriousness about their work -- usually after two weeks. When the women realized their money came out of the same funds as their materials, they became very saving of the materials.

As the women became more skilled, they made a sofa for the superintendent's office and repaired furniture for others. They began making simple children's furniture with large dowels and plywood. This furniture is offered for sale in a downtown shop. The furniture display in the window has large photographs of some of the women making it. Sales receipts make up some of the costs of the program and have helped extend the original funding. Also, the making and selling of the furniture gives the women some small business experience.

### OUTCOMES

The women inmates and the prison administration have gradually changed their attitudes about nontraditional jobs. One aspect of this was the administration's provision of a room for a workshop. Some of the women have moved on to the INJO program, and others have expressed a desire to do so when they are released. Some inmates increased their feelings of personal success. The guards are more accepting of the program, but progress is very slow.

## STAFFING

The project coordinator and the two part-time instructors were the only people working on the program. The coordinator has a background in arts programming and small business.

## FUTURE DIRECTION

Continuation of funding is uncertain. The program is maintaining itself in a small way through the sales of furniture. A new director will attempt to obtain funding to keep the project going.

## REPLICATION

Without the gritty determination, hard work and personal commitment exhibited by the director, this program would never have developed. A great deal of support from correctional institution administrators would be necessary to replicate this project.

## Contact

Joyce Brabner  
WCI Arts Workshop, Inc.  
Two West Fifth Street  
Wilmington, Delaware 19801  
302/652-5098

OR

Carol O'Neill Mayhew  
Coordinator, Sex-Equity Program  
State Department of Education  
Dover, Delaware 19901  
302/678-4885

# Student Leaders Vocational Education Project

## Program Summary

- Address:** District of Columbia Public Schools  
Sex Equity in Vocational Education  
415 12th Street, NW  
Washington, D.C. 20004  
202/724-4218
- Target Audience:** Junior high school students.
- Occupational Area:** Nontraditional vocational education programs.
- Description:** The program is designed to expand awareness of educational options among junior high school students. Senior high school student leaders are trained to present mini-workshops to the junior high school students. These student leaders were recruited from those in nontraditional vocational programs and asked to tell of their experiences on the theory that students would listen more to other students. A twenty-five minute film strip, Hey, What Are Your Plans for the Next Sixty Years?, presents the necessity of planning for the job or jobs to fill one's life. Guest speakers drawn from people in nontraditional jobs or training programs fill out the program.
- Outcomes:** Approximately 1,000 ninth grade students in 30 junior high schools have participated in the program. Some students have enrolled in vocational education programs immediately after the program, but formal measurement of before and after enrollment has not yet been undertaken. Informal "show-of-hands" answers to pre- and post-test questions suggest student attitude changes about nontraditional careers, but formal evaluation data is not available.
- Funding:** Start-up funds of \$3,000 came from the Office of Sex Equity in Vocational Education, Public Schools of District of Columbia. Funding for the 1980-81 school year, also from Office of Sex Equity in Vocational Education, amounts to \$4,500. Additional help in the form of technical assistance came from the Mid-Atlantic Center for Sex Equity, American University and other volunteers.

## **Setting**

The District of Columbia school system, which serves a predominantly black student population, deals with problems of poverty and funding. Since there is little industry in the area, few job opportunities are available to students who often have unrealistic career aims. Students and teachers work under many handicaps, but many are working very hard to improve opportunities.

## **History**

The program designer wanted to bring a greater awareness of vocational education opportunities to students in the Washington, D.C. public schools. She especially wanted to interest female students in nontraditional vocations available in the area (e.g., firefighter, police officer, and construction worker). On the premise that students relate better to their peers, she sought a way to use this resource. For technical assistance, she approached the Mid-Atlantic Center for Sex Equity. Once funding was obtained from the D.C. Public School Vocational Education section, the program was implemented.

## **Description**

### **OBJECTIVES**

The Student Leaders Vocational Education Project was designed to increase student awareness of sex bias and discrimination in vocational education programs. Specifically, it worked to:

- Increase student awareness of the District of Columbia's open access policy for admissions to vocational education programs;
- Increase student awareness of vocational education programs offered in the District of Columbia Public Schools; and
- Increase the female and male enrollments in vocational education programs that are nontraditional to their sex.

### **CHARACTERISTICS**

The program is designed for junior high school students, primarily ninth grade. Students are exposed to vocational education in general with an emphasis on eliminating attitudes of sex bias in vocational choice. Health, business, and service areas predominate, since those are the principal areas of job availability in the District of Columbia.



## ACTIVITIES

Principals of career development centers were asked to select two student leaders to participate in the project. Those selected were given a full day of orientation at American University. The students who were then selected to be participants in the program were given approximately eighteen hours of training on how to present a one-hour mini-workshop on sex equity in vocational education. During these workshops, students examined their own attitudes, learned elements of the laws relating to sexual bias, and identified examples of sex bias and sex role stereotyping.

At the conclusion of the training, the student leaders began putting on the hour-long "Try It, You'll Like It" mini-workshop in the thirty junior high schools throughout the city. The workshop began with an explanation of sex equity in vocational education. As an attitudinal pretest, the student leader read statements about sex equity and asked for a show of hands for agreement or disagreement. A student in a nontraditional program then talked about peer pressure and how a person should not let it determine job choice. Next the film strip, Hey, What Are Your Plans for the Next Sixty Years? was shown. The film emphasized the need for planning for life's work on the basis of ability and interest rather than on role stereotyping. Each workshop then had an adult in a nontraditional job (often a female firefighter or medical technician) speak to the group. After a question-discussion period, the pretest statements were again read to the group, followed by a show of hands for agreement or disagreement. Usually there is an indication of change in attitudes about sex stereotyping in jobs.

## MATERIALS

There are plans to videotape some of the sessions. These will be available for the cost of duplication. The project proposal contains the various workshop agendas, materials used, and the program outline. It is available for the cost of duplication. For information on the film strip, Hey, What Are Your Plans for the Next Sixty Years?, contact Verheyden-Hilliard Association, 3747 Huntington Street, NW, Washington, D.C. 20015; 202/966-6997.

## OUTCOMES

During the first year of operation the program was presented to approximately one thousand students in thirty junior high schools. It was expanded to include presentations to over 6,000 eighth and ninth grade students during the 1980-81 school year. Leaders of vocational student organizations are the presenters and work in teams of three. There is some evidence of increased enrollment in nontraditional programs, but no formal follow-up has been done. According to the program leaders, student expression of interest has been favorable during program sessions.

## STAFFING

The Director of the Office of Sex Equity in Vocational Education designed and supervised the program. She had advice and assistance from two staff people of the Mid-Atlantic Center. Their time was not charged to project funds. Five members of the advisory committee provided volunteer assistance and an assistant in the Office of Sex Equity offered some administrative support. An advisory committee of fourteen members included representatives of the D.C. Public Schools' media center, career centers, Teacher Corps, Interdisciplinary Cooperative Education Program, as well as the work experience coordinator, a student representative, and representatives from the Mid-Atlantic Center for Sex Equity.

## FUTURE DIRECTION

The development work is completed. The program continues to run in the schools, as it requires minimal funding. Videotaping of sessions will enable viewing on closed circuit television in elementary and junior high schools.

## REPLICATION

The program design can be replicated in most school systems using a part-time staff person. Selecting and training students to present the program can be accomplished in less than two weeks each school year. Materials, such as a film strip, could be produced in school media classes or by professionals depending on available funds.

## Contact

Eunice Wright Jones, Director  
Office of Sex Equity in Vocational Education  
District of Columbia Public Schools  
415 12th Street, NW  
Washington, D.C. 20004  
202/724-4218

# The Nontraditional Technical Training Program

## Program Summary

- Address:** Santa Fe Community College  
P. O. Box 1530  
3000 N.W. 83 Street  
Gainesville, Florida 32602  
904/377-5161
- Target Audience:** Unemployed women and minority men.
- Occupational Area:** Clients are prepared for groundperson and lineworker positions with telephone, utility and cable television companies.
- Description:** This program trains unemployed women and minority men for entry-level positions as groundpersons and lineworkers for telephone, utility and cable television companies. Up to 20 clients are trained for six weeks, 30 hours a week. The program includes four units of study: technical skills in basic pole climbing and electricity, physical conditioning, employability skills for finding and keeping jobs, and employment testing for improving math and reading skills. A selective enrollment process helps assure success for the clients and for the companies that will hire them. The course costs \$102 for training and equipment, which CETA pays for eligible clients.
- Outcomes:** The program's first class enrolled 18 people, 11 women and seven men. Fifteen completed the course, 14 placed in jobs and one in school. The graduates took jobs with telephone companies, power plants, a cable television company, private electrical contractors and a tree surgeon. A second class has 16 people.
- Funding:** A sex equity grant from the State Department of Vocational Education provided \$17,700 for A Model Program for Sex Equity in Vocational Education in 1979-80. A similar program was funded at \$30,000 for 1980-81. The Nontraditional Technical Training Program has received its funding from these grants. CETA officials agreed to sponsor clients in NTTP, and local industry provided approximately \$3,500 for equipment and training of instructors.

## Setting

Young women, wearing steel-toed boots, coveralls and hard hats, anchored with safety belts at the top of 30-foot utility poles cause many curious residents of Gainesville, Florida to stand by the side of the road and bend their necks to the sky. This work is part of the Nontraditional Technical Training Program offered through A Model Program for Sex Equity in Vocational Education at Santa Fe Community College. Unemployed women and minority men are training for entry-level positions as groundpersons and lineworkers for Florida telephone, utility and cable television companies.

Gainesville houses several governmental offices and three schools of higher education, including the University of Florida. Students and employees of these schools as well as government officials make up about 75% of the population. They tend to be open-minded about new social and professional ideas. But traditional, more conservative people live in the area too, and they tend to oppose sex equity and similar movements for change. With new industry moving into Gainesville in the future, these long-time residents may be increasingly more disgruntled with the new, nontraditional work opportunities available.

Santa Fe Community College has been training Florida students since 1966. Presently, it enrolls 12,000 people who study both academic and vocational courses. The administration works closely with local business to provide a viable work force. They also carefully consider the professional needs of their students. Consequently, the school leaders favor nontraditional training.

## History

Local industry has had a difficult time recruiting and retaining effective nontraditional workers. Employers seeking women for nontraditional work could not find physically enduring, skilled women for their jobs. Four Gainesville companies decided to do something about the problem.

Officials from Southern Bell, Clay Electric Cooperative, City of Gainesville/Regional Utilities, and University City Cable Television asked Santa Fe administrators to develop a training program for women and minority men that would produce effective groundpersons and lineworkers for their companies. The Nontraditional Technical Training Program (NTTP) resulted as a component of Santa Fe's larger sex equity effort, A Model Program for Sex Equity in Vocational Education.

A technical committee, made up of company representatives who are experts in technical fields, along with college vocational instructors, developed the specific outlines, curriculum, and training materials



for the program. The NTTP staff studied nontraditional training programs in other Florida cities and based their course work on that previous experience. Clients receive training that benefits local companies, Santa Fe Community College, and area unemployed. This combined effort is the reason for the success of the training program.

## Description

### OBJECTIVES

The primary purpose of this sex equity project is to help persons enter nontraditional careers. The program also assists minority men to enter groundperson and lineworker jobs. More specifically, the program aims:

- To provide a group of unemployed persons with technical skills to increase their chances for nontraditional employment, and
- To provide participating companies with a pool of qualified applicants.

### CHARACTERISTICS

NTTP provides entry-level training for unemployed, 18 years and older women and minority men interested in groundperson and lineworker positions. The staff focuses recruiting toward displaced homemakers. The women and men must have a ninth grade academic level to successfully complete the work and must be in good health, with physical ability to perform rugged work.

### ACTIVITIES

In NTTP, up to 20 clients are trained for six weeks, 30 hours a week. The program includes four units of study: technical skills in basic pole climbing and electricity, physical conditioning, employability skills for finding and keeping jobs, and employment testing for improving math and reading skills.

A selective enrollment process helps to assure the success for clients and for companies that will hire them. Sex equity staff persons handle the application process, but since one goal of the program is to provide companies with qualified applicants, the staff consider those companies' criteria for hiring.

The pole climbing course covers 48 hours of instruction. Clients learn the proper selection, use, and maintenance of climbing tools as well as the three-point method of safe pole climbing. They practice basic skills in climbing on poles set up in a yard at the school. Once aloft, the women and men perform various work with electrical outlets.

Awareness of potential hazards and safety are stressed throughout the course.

Basic Electricity, involving 60 hours of instruction, includes electricity and circuitry information for beginners along with skills that pertain to technical needs for telephone, utility, and cable television companies. Clients study practical applications of the electron theory, Ohm's law, series and parallel circuits, power calculations, conductors, voltage drop, electromagnetism, and electromotive force. The course is offered through the electrical construction program at Santa Fe.

The body conditioning course is offered through the physical education department at Santa Fe and covers 18 hours of instruction. The course is designed to prepare clients for job-related activities like pole climbing. Emphasis is placed on special drills and tests, which the instructor selects for each student. Free weights and universal gym equipment are used for body development.

The Employability Skills Unit, a 24-hour course, is designed to involve clients in occupational orientation, career exploration, and planning. They receive instruction in methods of seeking, obtaining, and maintaining employment once a career decision is made. Nontraditional careers are discussed. Although the students in the class have already made their career decisions, project staff feel the information will be beneficial to the students in years to come.

The Employment Testing Unit, another 24-hour course, is presented to prepare clients to take and pass employment tests. The curriculum is based on an evaluation of the contents of employment tests of participating companies plus the basic skills of each participant. Tests of Adult Basic Education are used to measure reading and math skills. From these results, an individual plan is developed to help the students improve their academic standing. Clients work at their own pace at the college's resource lab.

Most of the training costs are covered by government funding and contributions from the four participating companies. However, some clients pay their share of the costs. CETA provides money for eligible people, which covers training expenses plus a salary of \$3.10 an hour for time clients attend school.

#### MATERIALS

Many of the classroom materials are standard texts. Training manuals and a final report for the program are available in limited supply from the Florida Division of Vocational Education, Equity Specialist. A videotape of interviews from program participants from A Model Program, Santa Fe's larger sex equity effort, can be obtained by sending the equity specialist a blank tape for reproduction.

## OUTCOMES

The program's first class enrolled 18 people, 11 women and seven men. Fifteen completed the course, 14 placed in jobs and one in school. The graduates went to work at jobs with telephone companies, power plants, a cable television company, private electrical contractors, and a tree surgeon. A second class has 16 people.

## STAFFING

Two committees assist the project staff. A Model Program's advisory group is comprised of people from participating businesses and Santa Fe College administration. NTTP's technical group consists of technicians from the businesses and vocational instructors from the college. NTTP staff includes one full-time coordinator and a part-time project assistant.

## FUTURE DIRECTION

The course will be offered as long as area employers have a need for nontraditional groundpersons and lineworkers. At the moment, these jobs have almost reached a saturation point in the Gainesville area. School administrators are discussing other nontraditional needs with area business leaders. As those needs are identified, new programs will begin.

## REPLICATION

A sex equity grant from the State Department of Vocational Education provided \$17,700 for A Model Program in 1979-80. A similar program has been funded at \$30,000 for 1980-81. The Nontraditional Technical Training Program receives its funding from these grants. CETA officials agreed to sponsor clients in NTTP, and local industry provided approximately \$3,500 for equipment and training of instructors. Given enough funds and support, the program could be replicated easily.

## Contact

Barbara Kennedy, Coordinator  
A Model Program for Sex Equity in Vocational Education  
Santa Fe Community College  
P. O. Box 1530  
3000 N.W. 83 Street  
Gainesville, Florida 32602  
904/377-5161

OR

Vocational Education Equity Specialist  
Department of Education  
Division of Vocational Education  
Knott Building  
Tallahassee, Florida 32304  
904/488-7695

# Women's Education Development Incentive

## Program Summary

- Address:** Brevard Community College  
1519 Clearlake Road  
Cocoa, Florida 32922  
305/632-1111
- Target Audience:** The Women's Education Development Incentive (WENDI) program is open to anyone who finds they need short-term career and personal counseling.
- Occupational Area:** The program provides a six-week vocational readiness course plus several mini-courses designed to help women and men in transition.
- Description:** WENDI provides opportunities for people in career transitions to evaluate their interests, abilities and opportunities for future training and employment. Through testing, private talks, and career exploration, counselors and role model facilitators help clients develop a personal career path for the future. The main program lasts for six weeks, with 90 hours of training. Several mini-courses delve deeper into employment counseling covering such topics as assertive communication, men in transition, women and the law, leadership skills, and stress management.
- Outcomes:** The WENDI vocational readiness course has graduated over 3,000 participants since its beginning in 1974. Another equally large group of people has taken the related, shorter courses. Fifty-five percent of the graduates enter training after the courses, and 64% obtain employment.
- Funding:** The program was funded for the first six years through CETA. In 1976-77 a CETA Title III grant funded a pilot project for the State of Florida. Presently, Brevard Community College is providing financial support along with two grants from the State Department of Education, one of which is to develop and produce materials for a transitional program for women and men.



## Setting

Spaceships stand on display throughout this county situated along the Atlantic coast of central Florida. Cocoa, the main city in a county 80 miles long, 15 miles wide, with 250,000 people, houses the John F. Kennedy Space Center, headquarters for the National Aeronautics Space Administration (NASA). Employees from NASA and companion electronics, drafting, and computer companies account for more than half of the work force in Brevard County. These people, along with their families, tend to be highly educated and rather open-minded about social change.

The rest of the population is an interesting mix of urban and rural people from a broad cross section of society. Twenty percent are retirees who have settled from the North. The county and city hire people to maintain parks, roads, and areas for tourists. Patrick Air Force Base houses military men and women, and oceanographers find jobs in this coastal community. Blacks comprise the largest minority group, making up 15% of the population. Some Spanish-speaking people are in the area too.

## History

Brevard Community College provides vocational, technical and academic training, presently serving 10,000 students. School administrators have been concerned about the special career problems of women for years. In 1969, the president established a Council for Continuing Education for Women composed of volunteers who were interested in assisting women to continue their education. In 1974, college staff wrote a grant to start a program aimed at helping women in transition find a proper career course for their future. The Women's Education Development Incentive (WENDI) resulted, and today provides 21 different courses responding to the career and personal needs of women and men in the community.

## Description

### OBJECTIVES

The primary goal of the program is to provide a transition course for women and men who need to identify and clarify goals for their education and work careers. The basic WENDI core course is constructed around group counseling and sharing with a role model facilitator to build or rebuild self confidence and self concept, to develop self awareness and identity, to direct participants toward new skills and goals (including nontraditional job opportunities) and to provide skills for each participant to map a course of action for the future. Other courses covering more specific topics are offered periodically countywide.

## CHARACTERISTICS

The WENDI program is open to the public. In addition to the regular course offerings, short term career and personal counseling is available. Participants served range in age from 16 to 70 with the largest percentage in the 35 to 55 age group. Educational backgrounds range from third grade through college graduates with the largest percentage being high school graduates. The WENDI course itself provides several weeks of career preparation. Continuing vocational, technical, and academic training is available at Brevard Community College.

## ACTIVITIES

The WENDI program provides free career and personal counseling. Twenty-one various courses are offered countywide. Special workshops and seminars are sponsored to address special needs and target populations.

The core class, Vocational Readiness, is a six-week, 90 hour pre-vocational course serving women and men in transition. When a client enters the course, counselors begin by reviewing the person's life history for successes. Participants make a list of successes they have had in recent years. This exercise and similar ones illustrate the main goal of the program--to help clients feel better about themselves.

Various types of testing help the clients to understand themselves to better enable them to make career choices. An aptitude test is used to target career clusters where individuals show potential. Interest inventories are used to clarify interest patterns and provide orientation to the world of work. Personality inventories help participants to enhance their understanding of self and others.

Career exploration provides clients with information about occupations available to them locally as well as around the country. An awareness of nontraditional employment opportunities is developed through tours of vocational classrooms, business and industry; films; curriculum; and guest speakers in the classroom.

Exploration of available educational training is an important part of the course. Students tour the campus facilities such as the Learning Lab, the Career Guidance Center and the library. They are encouraged to make job reports and talk with persons working in jobs in which they are interested. Information on financial resources for training is also made available.

Toward the end of the course, each participant develops a career plan that includes a series of six-month, one-year and five-year goal plans. They also write a letter to themselves detailing their specific six-month goal. These letters are given to the WENDI facilitator who mails them to the individuals at the end of six months as a means of positive reinforcement.

The last two weeks of the class are devoted to learning employability skills such as job search techniques, résumé writing, interviewing and job retention.

In addition to the core class, other shorter classes are available countywide. A wide variety of subjects are covered, including assertive communication, women and the law, leadership skills, stress management, career transition for men, and management skill development.

#### MATERIALS

A project report entitled "Brevard Community College Women's Program Counseling Study" is available from the WENDI coordinator for \$1.00. A series of videotapes and printed materials on how to develop a transition program should be available in January 1982. Anyone interested in purchasing copies may place their names on a waiting list by contacting the WENDI office.

#### OUTCOMES

The WENDI Vocational Readiness course has graduated approximately 3,000 participants since its beginning in 1974. Another group of people equal to this number has taken the related, shorter courses. Fifty-five percent of the graduates enter training after the courses, and 64% obtain employment.

#### STAFFING

The WENDI program employs three full-time staff members and one half-time counselor. Part-time instructors facilitate the courses. An advisory council, comprised of local and state business persons, college faculty and staff, community service agents, and legislators assist the program director.

#### FUTURE DIRECTION

The WENDI program has expanded throughout its eight years of service. The staff has modified course outlines, curriculum and activities to ensure they are current and on target with current client needs. The program successfully serves the needs of the community and the staff continues to respond to needs as they arise. For example, in the fall of 1981, "Overcoming Math Anxiety" and the "Two Career Marriage" are planned as new course offerings.

#### REPLICATION

The program was funded for the first six years through CETA. Present funding is provided by the institution. In 1976-77 a CETA Title III grant funded a pilot project for the State of Florida. This project, Work Opportunities for Women, provided assistance to women entering male dominated training and employment fields. During 1980-81, the WENDI

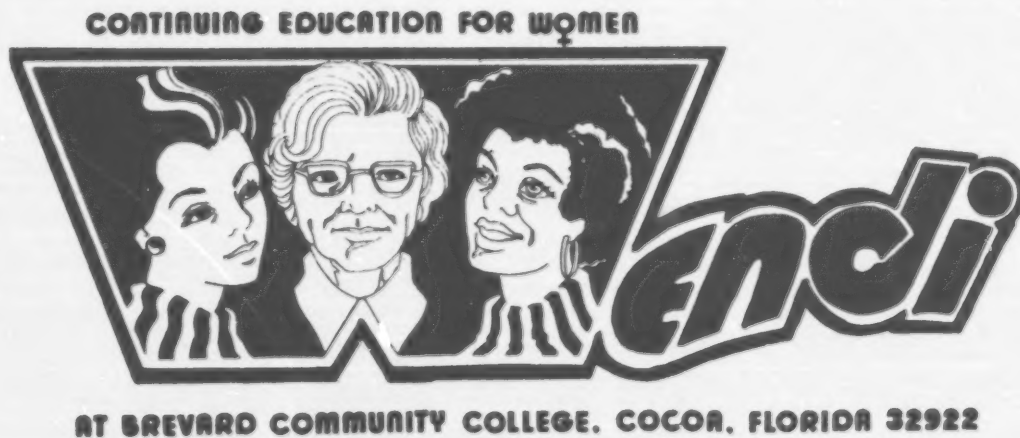
program is administering two grants from the State Department of Education. One of these grants is to develop a series of videotapes and printed materials on how to develop a transitional program for women and men. This material will be available for dissemination by January 1982.

### **Contact**

Laura Woodward, Coordinator  
WENDI  
Brevard Community College  
1519 Clearlake Road  
Cocoa, Florida 32922  
305/632-1111

OR

Vocational Education Equity Specialist  
Department of Education  
Division of Vocational Education  
Knott Building  
Tallahassee, Florida 32304  
904/488-7695





# Eliminating Sex Prejudices in Visually Impaired Populations

## Program Summary

- Address:** Georgia Academy for the Blind  
2895 Vineville Avenue  
Macon, Georgia 31204  
912/744-6083
- Target Audience:** Visually impaired students from kindergarten through twelfth grade, as well as faculty, staff, counselors, employers, and parents.
- Occupational Area:** The program provides workshops, speeches and personal counseling on sex-equity issues. The academy provides the students with academic and vocational training.
- Description:** The Eliminating Sex Prejudices faculty and staff work with school and community groups to eliminate sex biases and stereotypes and provide the blind students with nontraditional job options. The students at the academy are limited in career choices because of their visual impairment; sex discrimination adds to the problem. Project staff are changing local attitudes through workshops, lectures and personal counseling at the school, in the Macon community, and across the state.
- Outcomes:** Many of the academy staff favor sex-fair treatment of students and nontraditional employment. Some, however, hold on to the traditional values toward family and women. Inroads are being made both at the school and in the community. The school has placed five graduates into nontraditional jobs since the project started in December 1978. Since the program has only been in operation for a short time, project staff hope to see an increase in their nontraditional vocational placements.
- Funding:** The program, presently supported by the Georgia Academy for the Blind, was initiated through a State Department of Education, Office of Vocational Education grant in 1978-79. The government supplied \$3,000 for the work. The summer employment project for the students took place in 1979 for six weeks, and was funded by Title III of the CETA grant and through Georgia State Department of Education funds.

## **Setting**

Blind students living and studying on a 22-acre campus in Macon, Georgia are attempting to improve their chances for a comfortable future. Traditionally, employers have been hesitant to hire visually impaired people, but students at the Georgia Academy for the Blind want to develop skills and prove their vocational ability in order to change that trend. More than 100 students are studying academic and vocational courses at the school and are succeeding with their work. Because job opportunities for visually impaired people are limited to begin with, administrators are trying to open new options for their students in nontraditional areas by breaking down sex-role stereotypes and bias. Many nontraditional jobs are available in Georgia, but the residents tend to be very conservative, politically and socially, leaving little opportunity for nontraditional employees.

## **History**

Administrators at the academy learned of funding available from the State Department of Education for sex equity work programs. One of the Education Supervisors became interested in developing a program to eliminate sex biases and stereotypes in adults that have contact with the students. These people wrote a proposal for funding, which was approved by the Department of Education. Eliminating Sex Prejudices in Visually Impaired Populations was the result.

## **Description**

### **OBJECTIVES**

The goal of the program is to diminish sex biases and stereotypes in adults that have contact with the visually impaired students at the academy. The students are sensitized as well. The staff hopes that this process eventually will result in more job opportunities for visually impaired students. Also, the staff planned the development of curriculum materials on sex equity issues, which includes brochures, curriculum guides, and slide/tape presentations.

### **CHARACTERISTICS**

The program aims to sensitize faculty, staff, counselors, employers, parents, and students in sex equity issues. All people in these groups influence the students at the academy who study in grades kindergarten through twelve. Nontraditional training for women is available in business education, horticulture, food services, trade, and industry.

## ACTIVITIES

The Eliminating Sex Prejudices staff works with these groups through workshops, lectures, reading materials, and personal consultations. The teachers and staff were the first groups to be sensitized. Of 27 faculty members, 10 are vocational instructors. There are many teacher assistants, housing advisors, and maintenance people. The entire academy staff totals 96 employees. All staff members have a great deal of influence on the attitudes of their students--including attitudes on sex equity opinions. If the students are to take advantage of nontraditional employment opportunities, the staff must be willing to expose them to nontraditional options. In workshops program leaders and staff discuss sex equity issues and learn about the benefits of equal treatment for both sexes. The project staff talks with the teachers and associates privately.

Logistics have made working with some of the counselors difficult. Some counselors who work with the students are located on the campus and are easily contacted. However, since the academy serves children from all over the state, vocational counselors are located across the state. The project staff has been working with some of these people in a few workshops on campus. But, most of the work is done on trips around the state, by telephone, or mail. Because of the lack of contact with placement counselors, some efforts have been unsuccessful.

Employers from the Macon area have worked with the project staff. One workshop presents sex equity issues, followed by student testimonies supporting sex equity and work demonstrations from academy nontraditionals. The students stress their desire to work and explain how sex biases limit the opportunities in a world where they are already limited visually.

Frequently, parents visit the school to see their children and find out how they are progressing with their training. The project staff explains the Eliminating Sex Prejudices program to them and discusses concerns the parents may have about their children working in nontraditional jobs. One mother resisted the idea of her daughter working in the dirt as a horticulturalist, but changed her mind when she saw how well her daughter could work with plants. As staff members have become sensitized to sex equity issues, they have helped calm parents' fears.

Perhaps the most important group to work with is the students themselves. During a six week summer career exploration course, students worked on a variety of jobs in the Macon community. They would work at one spot for a short time and then rotate to another. One requirement of the summer session was that all students try three nontraditional work experiences. Most of the youths enjoyed the adventure and were pleased to find so many of their teachers encouraging their efforts.

## MATERIALS

The workshops were conducted with the use of brochures, activity sheets, and slide/tape presentations adapted and developed by the

project staff. Written work is available for distribution for \$5.00. Interested persons should contact the project director.

#### OUTCOMES

Many of the academy staff members favor sex-fair treatment of students and nontraditional employment. Some, however, hold on to the traditional values toward family and women. One physical education teacher resents coeducational gym classes because, he feels, boys are naturally better athletes than girls. However, a woodshop instructor praises the work his female students have been doing, saying that much of their carving is more articulate than the boys'. The school has placed five graduates into nontraditional jobs. The program has only been in operation for a short time, and the staff hopes to see an increase in nontraditional placements.

#### STAFFING

The project is administered by two education supervisors who work on the program part-time. As the academy staff became involved in the goals of the program, others have volunteered their help. An advisory committee of local business leaders, school administrators, and area politicians assist the project coordinator by responding to program ideas and training materials.

#### FUTURE DIRECTION

The project staff is attempting to coordinate more meetings with placement counselors from across the state. Bringing them to the campus for training will probably be more successful. The staff is continuing to influence area employers and would like to involve more members of the Macon community in workshops.

#### REPLICATION

The program would be relatively inexpensive to institute and carry out at a school. It was initiated through a grant from the State Department of Education, Office of Vocational Education in 1978-79. The government supplied \$3,000 for the work. The summer employment project for the students took place in 1979 for six weeks. It was funded by Title III of the CETA grant and Georgia State Department of Education funds.

#### Contact

Richard E. Hyer, Superintendent, or  
Faye Mullis, Education Supervisor  
Georgia Academy for the Blind  
2895 Vineville Avenue  
Macon, Georgia 31204  
912/744-6083

OR



Vocational Education Equity Coordinator  
Office of Special Activities  
231 State Office Building  
State Department of Education  
Atlanta, Georgia 30334  
404/656-6721

# **Vocational Equity**

## ***For The Visually Impaired***

***Georgia Academy For The Blind  
Macon, Georgia***

# Equal Goals in Occupations

## Program Summary

- Address:** Office of the State Director for Vocational Education  
University of Hawaii  
2327 Dole Street  
Honolulu, Hawaii 96822  
808/948-7461
- Target Audience:** The staff of all secondary schools (38) and community colleges (7) in the state.
- Occupational Area:** Counseling and vocational education in general.
- Description:** Equal Goals in Occupations (EGO) provides a two-pronged thrust aimed at the high schools and community colleges. Every year the sex equity coordinator selects one high school from each of the seven geographic districts to participate in the project. An EGO team consisting of vocational instructors, counselors, and administrators is formed within each participating school to promote sex equity in vocational education in the school. Teams are charged with preparing and implementing an action plan during the school year. School-wide activities initiated by the EGO teams include poster contests, course fairs, and awareness workshops. Each team attends a fall workshop and spring follow-up conference held by the sex equity coordinator.
- At the postsecondary level proposals for sex equity projects are solicited from the community colleges. The funding level of approved projects has varied from \$1,000 to \$10,000. Activities of these projects include conducting awareness workshops and developing print and audiovisual materials. In addition, a state-wide postsecondary plan to achieve sex equity is being developed by a consortium of community colleges.
- Outcomes:** In the secondary schools, an increasing number of students are enrolling in classes that traditionally were dominated by the opposite sex. Each community college project met its own stated objectives.
- Funding:** Office of the State Director for Vocational Education: \$20,000 (divided equally between the community college and secondary school projects). Subpart 3 monies are being used for the development of the postsecondary plan.

## Setting

The Hawaiian Islands, site of the Equal Goals in Occupations (EGO) project, are primarily rural, the major exception being the Honolulu area on Oahu where over 90% of the population is found. Tourism and agriculture are Hawaii's primary sources of income.

Immigration to Hawaii is constant, and many languages other than English are spoken. In fact, much of the population is "minority." According to the Annual Planning Information for the State of Hawaii for Fiscal Year 1981 developed by the Hawaii Department of Labor and Industrial Relations, the largest minority group is Japanese (27.8%), followed by part-Hawaiian (20.6%), mixed non-Hawaiian (10.4%), Filipino (10.3%), Chinese (4.6%), Hawaiian (1.1%), Korean (1.1%), Samoan (1.0%), other non-Caucasian (1.0%), Puerto Rican (0.7%), and black (0.3%).

Hawaii has only one school system, divided into seven geographic districts. There are 38 high schools. The seven community colleges are part of the University of Hawaii. In 1966, all vocational/technical colleges became community colleges, but their focus remained vocational education. The Office of the State Director for Vocational Education is within the University of Hawaii and does not have a formal affiliation with the State Department of Education.

## History

Four years ago the state sex equity coordinator began designing Equal Goals in Occupations. The coordinator developed a plan, based on the Department of Education's and the community colleges' Title IX assessment of needs for sex equity in vocational education. The Department of Education and the community college system approved the proposal. At the secondary level, EGO's first year was spent with teachers from one high school on Oahu. These teachers participated in an eight-week course focusing on basic values and practices that perpetuate sex bias and stereotyping. They developed a sourcebook, outlining a practical plan for reducing sex bias in high school vocational education programs. The success and commitment of this team were instrumental in convincing other high schools in the state to become involved in EGO in subsequent years.

## Description

### OBJECTIVES

EGO's goal is to involve secondary and postsecondary personnel in projects designed to achieve sex equity in their school's vocational education programs. There are two specific objectives:

- To involve secondary personnel, through an annual selection of seven high schools, in the preparation and implementation of "Action Plans to Reduce Sex Role Stereotyping in Vocational Education" in their schools;
- To involve postsecondary personnel, through biennial competitive grants to community colleges, in sex equity projects.

#### CHARACTERISTICS

In the secondary program, one school per geographic district is chosen to participate every year. A team of vocational instructors, counselors, and administrators, formed within each school, creates awareness of sex role stereotyping throughout the school and encourages change in the enrollment pattern in one-sex dominated vocational classes.

Community colleges, on the other hand, receive mini-grants of up to \$10,000 each for projects that educate the community to increased job options through nontraditional work. Emphasis in these programs is usually on those people who have not yet made a career choice.

#### ACTIVITIES

Secondary level. One high school from each of the seven geographic districts is selected to participate each year in the EGO project. Selections are made by the sex equity coordinator in conjunction with the education specialist from each district. A participating high school is represented by a team of 10 people--faculty, counselors, and administrators. Each team member receives a \$100 honorarium, as well as travel funds and per diem to the workshop and conference.

These teams attend a two-day workshop held on Oahu in October. This fall workshop is designed to increase awareness of existing barriers and enabling issues surrounding the achievement of sex equity in vocational education. Furthermore, it provides a stimulating environment in which participants can develop action plans to reduce sex stereotyping in their vocational education programs. At the workshop, each team is required to develop an action plan that addresses community, counseling, environment, faculty, and student issues as they relate to sex equity.

Between the October workshop and the spring conference, no formal communication occurs between the high schools and the EGO project. This is, in part, because the Office of Vocational Education is not part of the Department of Education. During this time each school team implements its action plan. An example of an activity at one high school is a pre-registration course fair, which afforded students the chance to visit all vocational education classes to hear a course overview from the teachers. Students were especially encouraged to visit nontraditional classes. The EGO team made posters emphasizing the message that all courses were appropriate to both sexes.



Should any of the teams need additional assistance, the sex equity coordinator maintains a resource center of materials that are available for loan and provides technical assistance. In particular, the EGO Mini-Session is available in multiple copies for use with students.

In May a follow-up conference is held. At that time teams are asked to report on their activities during the year.

Postsecondary level. In October and in December, requests for proposals are disseminated to each of the seven community colleges within the system. Five projects were funded during the 1979-80 school year. Each project has its own goals. For example, one community college produced a 20-minute videotape showing female and male students successfully performing in nontraditional vocational programs. Present and former students and employees in nontraditional fields participated in the project, writing scripts or videotaping interviews. Brochures were developed to encourage the enrollment of women in accounting and men in secretarial science and nursing. A project at another community college developed a Directory of Non-Traditional Workers in Hawaii.

The sex equity coordinator puts out a monthly newsletter. This gives her a means of communicating the plans and progress of each EGO team and community college project.

#### MATERIALS

Each community college project has produced its own materials. However, these are not available outside the district. Similarly, many high school teams have produced materials with school funds that are used only with their own faculties and students.

Each year the EGO project prepares two types of reports--a summary of activities from each EGO secondary program and individual reports from each community college project. These are available from the Hawaii sex equity coordinator.

The two materials listed below are available to the public. They can be ordered from the Hawaii sex equity coordinator.

- Sourcebook for Equal Goals in Occupations. A book of background information, and workshop plans and materials for secondary-level vocational educators. Main sections are Consequences of Sex Discrimination and Sex Role Stereotyping, Legislation, Counseling, Environment, Public Relations, Audiovisual Aids, and Bibliography. A copy has been sent to each state's sex equity coordinator, and is in the ERIC system.
- EGO Mini-Session. A booklet of activities for secondary students that focus on life scenarios and provide checklists and a self-analysis questionnaire to create awareness of opportunities in vocational education.

## OUTCOMES

To date, six of the seven community colleges have been funded for and completed at least one EGO project, and 21 of the 38 high schools have had an EGO team working at their school. Support for and awareness of sex equity has increased throughout the state in the four years EGO has existed. One tangible sign of this growth is the number of requests from high schools for the EGO Mini-Session (over 8,000 copies were requested during the 1979-80 school year, as opposed to fewer than 2,000 during the first year of operation).

The most significant outcome is the change in the enrollment figures for secondary vocational education courses. However, no figures are available for students who complete the courses. The following statistics from one Hawaii high school illustrate the change occurring throughout the state. In 1979-80, 4% of the women in vocational education enrolled in Industrial Crafts II. The following year the number had increased to 25%. The female enrollment in Electronics 12 went from 0% to 14% during the same time period. Similarly, male enrollment in Foods rose from 29% to 71% and in Home Management from 0% to 25%.

An evaluation completed by the secondary-level teams at the end of the year indicated that implementation of the EGO action plan increased awareness of sex equity and changed attitudes at each of the participating schools. All the team members said they would continue their EGO activities.

## STAFFING

The full-time sex equity coordinator is the primary person responsible for the EGO project, with recognition and support from the State Director for Vocational Education, the Department of Education, and the Chancellor for Community Colleges. She is assisted in coordinating the EGO teams by the education specialists from each of the geographic districts of the Department of Education. There is no formal advisory committee; instead, ongoing feedback from the field is used.

## FUTURE DIRECTION

The EGO project will continue in the same way in the future. All indications suggest an increasing enthusiasm among teachers and administrators for being involved in a high school team and attending the fall workshop. The community colleges have also begun to participate in the fall workshops, thus enhancing articulation of the project goals between the secondary and postsecondary levels. There is a growing sense of prestige for being funded in a community college. The sex equity coordinator is also building advocacy in the field by training one person every year from the Department of Education or the community college system to work as coordinator of the project.

## REPLICATION

Anyone wishing to replicate the project should recognize the importance of gaining the support and involvement of administrators, both at the project level and within each high school team. For example, an EGO team that includes the school principal has a far greater chance of gaining the acceptance and support of the entire faculty and of making concrete changes in course descriptions and offerings than a team that is seen as unsanctioned by the administration.

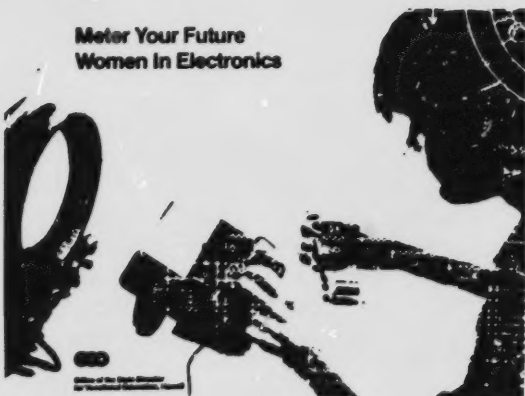
Holding a two-day workshop away from the schools built cohesiveness and gave an uninterrupted block of time for planning. The follow-up conference in the spring gave a sense of closure and a feeling that progress was made during the year.

A monthly newsletter is useful. It not only provides a means to credit teams for their work and shared ideas for activities, but also publicizes the EGO project to educators not directly involved in it.

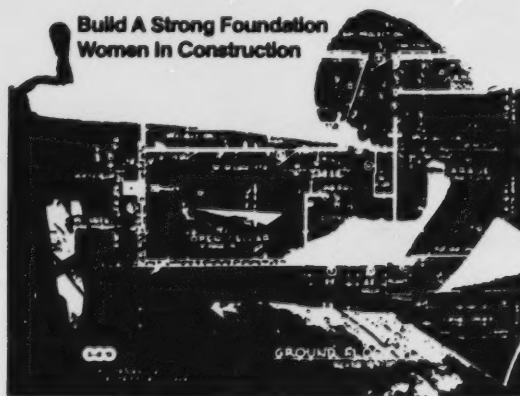
## Contact

Barbara White, Coordinator of Special Services  
Office of the State Director for Vocational Education  
University of Hawaii  
2327 Dole Street  
Honolulu, Hawaii 96822  
808/948-7461

**Meter Your Future  
Women In Electronics**



**Build A Strong Foundation  
Women In Construction**



# Cement Masons/Laborers Apprentice Training

## Program Summary

**Address:** State Community College  
417 Missouri Avenue  
East St. Louis, Illinois 62201  
618/875-9100 X 200/201

**Target Audience:** CETA-eligible adult women.

**Occupational Area:** Trade and Industry.

**Description:** Under a joint agreement between Laborer's Local #100 and Cement Mason's Local #90, State Community College and the High Impact Training Services (HITS) program of the Illinois State Board of Education's Department of Adult and Vocational and Technical Education conducted a 15-week, preapprenticeship training program providing females with the basic skills necessary for work entry at the apprenticeship level. Since the two trades are so closely associated in work duties, the program was offered as pre-apprenticeship training for both occupations.

**Outcomes:** At the conclusion of the program, all women who successfully completed the program were accepted as rank and file union members and provided with work and/or opportunity to enter an apprenticeship program. Of the twenty women who began, 18 successfully completed the course. The nine laborers have been referred to various construction jobs by Laborer's Local #100. The nine cement masons, in addition to being accepted as working union members, have entered a three-year apprenticeship training program in cement masonry and plastering.

**Funding:** The HITS program provided \$30,871 for instructor and coordinator salaries, rental of classroom space, accounting and secretarial services. The two unions gave \$37,269 for cement, lumber, forms, and other supplies. The CETA funds of approximately \$27,000 paid for tools and stipends for 13 CETA-eligible women (\$3.10/hr., 40 hrs./week).



## **Setting**

Situated in close proximity to the large metropolitan city of St. Louis, Missouri, East St. Louis, Illinois is primarily an industrialized inner city, bordering the St. Louis stockyards. Appropriately, most of East St. Louis' industries are related to the large livestock trade. Most workers are concentrated in packing plants and building and construction trades. There are also a number of service workers who work in St. Louis, but live in East St. Louis. Business, however, has fallen off considerably in the last two to three years, causing a high percentage of its primarily black population to lose their jobs.

## **History**

Since unemployment has continually been a problem in the East St. Louis area, state and local agencies have targeted it for services. In fact, State Community College, where the program is located, has only East St. Louis as its service area, and is the only community college in Illinois to be entirely supported by state funds.

The dean of instruction at State Community College reports that the key to more stable employment for both sexes has been in union membership. However, in the building trades particularly, women have found that their lack of pre-apprenticeship training is a detriment when the necessary apprenticeship training positions were made available. Thus, when members of "Women on the Move" in the St. Louis area came to the administration at State Community College, the president of the college, herself a leader in nontraditional fields, collaborated with local union groups and CETA personnel to secure the necessary funds to provide a 15-week preapprenticeship training program.

## **Description**

### **OBJECTIVES**

In an area where about a third of the heads of households are female and factory work is almost nonexistent, it has become increasingly important to train and place women in nontraditional jobs. Construction, with its high wages and standard daytime working hours, has become a goal of many of these women. However, with few of the necessary pre-apprenticeship experiences or skills, they have been passed over for the more experienced worker. The objective of this preapprenticeship training program is to provide these women with the basic skills necessary for work entry at the apprenticeship level.

## CHARACTERISTICS

The High Impact Training Services program (HITS), which partly funded the cement masons/laborers training program, provides one-time block grants to population areas or groups that have high unemployment and for which immediate employment may be obtained at the end of the program. By the participating unions' guaranteeing entry into both a union and into formal apprenticeship training programs when available, both HITS criteria were satisfied. The program specifically undertook the training of 20 women for jobs as cement mason apprentices or construction laborers. Upon completion of the 15-week program, each craft agreed to take 10 participants as rank and file union members and provide them work at a better than average wage.

## ACTIVITIES

Upon obtaining the joint agreement between the cement masons local and the laborers local and receiving HITS funding, State Community College hired the necessary union training personnel by bringing them in as adjunct faculty. Thirteen CETA-certified women and seven others, not eligible for CETA but interested in the program, were recruited. Each was paid a stipend and those who were CETA-eligible also received a tool allowance. HITS funding supported the classroom instruction, rented activity space, and paid the instructors' salaries.

The trainees received four weeks of classroom training and eleven weeks of on-the-job training. This training was in concrete construction, forming and pouring curbs, sidewalks, floors and foundation work. The training site was in a nearby park.

Student trainees were enrolled in State Community College courses and received credits at no charge to either the sponsoring agency or the students. Courses were labeled HGWY176 (Cement Mason course) or HGWY184 (Laborer course).

The project director, who is also the director of vocational technical education at the college, visited the classroom or project site at least three times a week to monitor the program. He required that the instructor develop course outlines and objectives and give them to each student. He also required that written examinations be given and attendance be taken twice a day.

The unions were responsible for hiring the instructor, the assistant instructor, and the secretary/bookkeeper. They also kept time cards and receipts for materials purchased and were later reimbursed for expenses.

## MATERIALS

No written materials were produced by the project.

## OUTCOMES

At the conclusion of the program, all women who successfully completed the program were accepted as rank and file union members and provided with work and/or opportunity to enter an apprenticeship program. Of the twenty women who began, 18 successfully completed the course. The nine laborers have been referred to various construction jobs by Laborer's Local #100. The nine cement masons, in addition to being accepted as working union members, have entered a three-year apprenticeship training program in cement masonry and plastering.

## STAFFING

One course instructor, one assistant course instructor, the secretary/bookkeeper, and a project director made up the paid staff for this project. The program advisory committee consisted of the project director, representatives from both unions, the U.S. Department of Labor union liaison director and the building trades apprenticeship outreach director, and the college placement officer.

## FUTURE DIRECTION

In the future, State Community College administrators plan to arrange similar nontraditional student training programs in plumbing, electricity, carpentry, and auto body and auto mechanics. The cement masons local plans to conduct preapprenticeship training programs for small towns at Southern Illinois University, Edwardsville. Since this particular union has a commitment to recruiting more women into its ranks, a number of females will be included.

## REPLICATION

Project staff and advisory committee members attribute their success to several factors. Any group considering replication should consider their formula for success. The key to recruitment and retention of trainees, for example, was the promise of paying employment. Program coordination is essential. During planning and implementation stages, a small nucleus of key people should meet weekly to deal with problems and perform enabling tasks. Child care and transportation must be provided to enable participants to attend training sessions. Participants must be thoroughly grounded in the expectations for successful program completion before entering the course.

## Contact

Rogers Conner, Director  
Vocational Technical Education  
417 Missouri Avenue  
State Community College  
East St. Louis, Illinois 62201  
618/271-3105

OR

Sex Equity Supervisor  
Illinois State Board of Education  
Department of Adult Vocational and Technical Education, E-425  
100 North First Street  
Springfield, Illinois 62777  
217/782-5098





# Models of and for Women Aspiring to and in Vocational Education Administration

## Program Summary

- Address:** Department of Vocational Education Studies  
College of Education  
Southern Illinois University  
Carbondale, Illinois 62901  
618/453-3321
- Target Audience:** Current and potential vocational education administrators, school board members, and women interested in vocational education administration.
- Occupational Area:** Vocational Education Administration.
- Description:** In an effort to mainstream women into vocational education administrative positions, the program staff developed two handbooks on professional personnel development and on the hiring of women. These materials will be used in workshops to promote sex fairness in administration. The workshops are intended to raise awareness levels of participants concerning the contributions women can make as vocational education administrators.
- Outcomes:** A search of the research literature and other related publications and programs resulted in a bibliography to be used for further research. Persons of both sexes who were potential and/or current vocational education administrators were surveyed and analyzed to establish demographic perceptions and possibilities in the state. The two handbooks (one for women aspiring to or in vocational administration; one for school board members and administrators) are intended to increase each groups' knowledge and practice of effective training and hiring practices concerning sex equity.
- Funding:** Phase I of the project (August 1979-June 1980) consisted of \$51,195 of vocational education research and development funds, covering office supplies, travel, printing costs, the directors' salaries during the summer, and the salaries of one full-time research assistant and two half-time graduate assistants. The local contribution of \$28,781 included the provision of office space and the release of one faculty member per course to the project.
- Phase II (July 1980-June 1981) consisted of a similar R&D grant of \$37,453, to pay the salary of one half-time graduate assistant and one-half the salary of each of the project directors, plus travel funds to conduct workshops. The local contribution of \$35,978 covered the same services as in Phase I.

## **Setting**

The program, housed at Southern Illinois University at Carbondale, is attached to the vocational education graduate program. But little interaction occurs between the University students and faculty and the project staff, except on an informal basis. The focus of the project is statewide, with data for the research effort being collected across the state and with eight workshops being conducted in different locations within the state.

## **History**

This program of research, development, and dissemination grew out of the interest in the characteristics of effective women administrators, generated by the program directors' earlier work on identifying competencies of occupational education administrators. It complements a project funded at another university in Illinois that is identifying competencies that can be used in recruiting minority and women potential administrators.

## **Description**

### **OBJECTIVES**

Because no data were available on the number of women vocational education administrators in the State of Illinois, or even a listing of women certified for administrative positions, funding was obtained to:

- Survey and describe the women in the state who currently have administrator certification;
- Review the national literature to identify vocational education career paths and patterns, barriers to and advancement of women in vocational education; and
- Survey the attitudes of those women certified for vocational administration, as well as those currently in administration, to determine the extent to which the state adheres to or deviates from the national population data.

### **CHARACTERISTICS**

The project is targeted toward women vocational education administrators and toward women aspiring to such positions. School board members are targeted for information dissemination.

## ACTIVITIES

The project consists of two phases. Early in Phase I, a national search of research and related publications and programs on women in vocational administration was conducted. The search resulted in a published bibliography, useful for further research.

The staff attended a three-day conference sponsored by the National Academy for Vocational Education on barriers and supports for women aspiring to vocational education administration. Workshop attendance provided an opportunity for interaction with key leaders in the state interested in developing nontraditional candidates in vocational education administration. A month later, project staff also attended the three-day state meeting of the Illinois Women Administrators, Inc., where personal growth, administrative training, and management strategies were discussed.

The State Office of Education Certification provided a list of all persons in Illinois holding administrative certificates. From this all practicing vocational directors and all female educators aspiring to vocational education administration were culled. As a control, a matching sample of males for the two categories was also selected. The survey instrument (available from the project director) was designed, validated and field tested. After appropriate modifications, the survey was distributed.

Once the collection of administrative talent within the state was adequately described, staff members conducted a thorough review of the literature concerning female vocational education career paths, patterns, barriers and advancements. Following the synthesis of this information, project staff carried out a follow-up survey of all Illinois women with administrative certificates either interested in or prepared for vocational education administration and a random sample of a similar population of men.

After the data from the follow-up survey were analyzed, the task of comparing and contrasting the Illinois results with the national literature began. One project coordinator noted that this phase was a particularly exciting and decisive stage, since the final workbooks had to be succinct, yet highlight clearly both the diagnostic and developmental aspects of female administrators in vocational education. As a result, conclusions were drawn and a sex fair model was conceptualized for: 1) women aspiring to and succeeding in vocational education administration; and 2) members of boards of education and administrators involved in hiring vocational directors.

The final stage of Phase I saw the development of the two handbooks. Each is a concise, straightforward publication of less than twenty pages, printed in a glossy 9" x 6" reference book format. Both contain identical introductions that review the purpose and procedures of the project; the barriers inhibiting and the supports aiding the progress of women in administration, and a brief summary of the literature, including a short annotated bibliography.

At that point, each of the handbooks speaks directly to a particular audience, with the handbook intended for school board members and administrators dealing with factors affecting women seeking administrative positions (e.g., career aspirations, mobility, recruitment and hiring practices). This handbook concludes with recommendations to eliminate the underrepresentation of women in vocational education administration, dealing specifically with discriminatory practices and ways to identify, train and hire women in administration.

The handbook for women gives more particulars of the Illinois study, comparing and contrasting it to the national literature. It concludes with a model and developmental recommendations for women interested in administration. Subsumed under the categories of personal factors, skill development and visibility, suggestions are made in the form of competencies and developmental goals. Concluding comments urge women to seek with confidence their desired career goals and confront problems enroute to the goal.

Phase II of the project consists of workshops intended to disseminate the handbook information to the target groups. After an initial pilot test with a liaison group of administrators, a reduced project staff, consisting of the two project directors and a graduate assistant will conduct at least eight workshops across the state. Five of these will be with school board members and administrators and are to be sponsored by the Illinois School Boards Association. The remaining workshops will focus on vocational education teachers, but will also include principals and other mid-level administrators. One of these presentations will be at the annual meeting of the Illinois Vocational Association.

#### MATERIALS

The handbooks will be available after July 1, 1981. Send inquiries to: Curriculum Publications Clearinghouse, 76B Horrabin Hall, Western Illinois University, Macomb, Illinois 61455. The annotated bibliography is available for the cost of duplication from: Dr. Marcia Anderson, Department of Vocational Education Studies, Southern Illinois University, Carbondale, Illinois 62901.

#### OUTCOMES

Although the project will not be completed until June 1981, the staff feel they are well on their way to having satisfied their goals. The range of administrative talent among women and men certified for vocational education administration in Illinois has been determined. The survey instrument used in this task has been developed and validated. The vocational education administration career paths, patterns, barriers to and advancements of professional women have been identified, and an annotated bibliography of publications and programs related to the subject has been compiled. Two handbooks, one for women administrators and one for school board members, have been developed.



## STAFFING

In addition to the two project directors, a full-time research assistant, two half-time graduate assistants, and a part-time secretary formed the staff for Phase I of the project. Phase II plans call for a graduate assistant, a part-time secretary, and the two directors. The advisory/review committee consists of three state education staff members, five vocational directors, and three members of the Southern Illinois University community.

## FUTURE DIRECTION

Project directors noted that there is a great need for more basic research on the career patterns of women. From this information, it is likely that a clearer picture of the psychological and sociological factors influencing the development of female administrators would be drawn, allowing a more complete model to be formulated. In addition, the Illinois study showed significant differences between the responses of female administrators and female teachers, as well as between males and females in these two roles. The strongest overall differences were found between male and female teachers. Project directors would like to investigate these differences as well as conduct further developmental work with the survey instrument.

## REPLICATION

It is suggested that surveys should include both higher education administrators and community college administrators, who were excluded from this particular project. In addition, since the sample of vocational education directors was comprised of people who signed off on one and five year state plans for Illinois, it is suggested that further information as to actual rank and vocational experience of these people be gathered and analyzed.

## Contact

Dr. James C. Parker or Dr. Marcia Anderson  
Department of Educational Leadership  
Southern Illinois University  
Carbondale, Illinois 62901  
618/453-2418

OR

Sex Equity Supervisor  
Illinois State Board of Education  
Department of Adult, Vocational and Technical Education, E 425  
100 North First Street  
Springfield, Illinois 62777  
217/782-5098

## Demonstration Center for Displaced Homemakers and Other Special Groups

### Program Summary

- Address:** Displaced Homemaker Center  
Ottumwa Industrial Airport  
8th Street, Building 5  
Ottumwa, Iowa 52501  
515/683-5187
- Target Audience:** Displaced homemakers and currently employed people who wish to enter nontraditional occupations.
- Occupational Area:** Nontraditional vocational education programs.
- Description** The major purpose of this project was to recruit, train and place displaced homemakers and previously employed persons desiring to enter nontraditional program areas. A displaced homemaker center was established to coordinate client services available at the Indian Hills Community College and other training agencies. In effecting the transfer of homemaker skills to functional job skills, the project staff also assists clients in setting goals, working through emotional stress, managing finances, and finding jobs.
- Outcomes:** As a result of the Demonstration Center project, an ongoing displaced homemaker center has been established at Indian Hills Community College. It has served more than 300 clients, over 65% of whom are employed or enrolled in training programs. In addition to the materials (slide units, videotapes, brochures) developed and compiled for the displaced homemakers, an innovative one-step intake service delivery mechanism was created. It allows clients to be served and/or referred in a minimum amount of time.
- Funding:** Funding has come from a variety of sources. In the first year, Vocational Education Act (VEA) funds of \$25,000 covered basic expenses. Local contributions added another \$21,639. The majority of assistance (\$152,480) came from client support funds, including CETA, Rehabilitation Services, and the Work Incentive (WIN) program. During the second year, while local contributions and client support funds remained the same, VEA funding increased to \$41,827.

## Setting

Indian Hills Community College is part of a state system of community colleges and has as its primary mission the responsibility for serving the people of the ten county area in southern Iowa. While located in the heart of agricultural America, only one out of every six employed persons works in an agricultural field. Rather, this basically rural population generally finds work in wholesale and retail trades, real estate, utilities, finance, and government services.

The booklet, Low Income Individuals in Iowa School Districts and Counties, lists seven of the ten counties served by Indian Hills Community College as having more than 12% (the state average) of its population in low income categories. Even more striking, according to the 1970 census figures, the mean income of households headed by women is over \$3,000 less than those headed by men.

## History

Although the 1970 Census does not identify displaced homemakers as a group, it does show a substantial increase in the numbers of divorced and widowed women in the 35 to 64 age group throughout the United States. Since 1970 census figures show that 3,026 families in the ten county Iowa service area are headed by a woman, Indian Hills staff had reason to conclude that a number of these household heads may be displaced homemakers.

Indian Hills administration had become increasingly concerned about the large numbers of underserved females in their service area, estimates of which had been as high as 20,000. Since the college had cooperated previously with a number of public agencies in homemaker-health aide training and other manpower programs, it was felt that a displaced homemaker center, which would coordinate but not duplicate present services, would be desirable.

It should also be noted that the Ottumwa campus prides itself on innovation and coordination of services, having instituted a four-day, winter work week two years ago as an energy saving measure and been an early recruiter of nontraditional students into campus vocational education programs. Therefore, Indian Hills administration was anxious to demonstrate its ability to organize and deliver a high quality, efficient, but client-oriented displaced homemaker program.

## Description

### OBJECTIVES

The Demonstration Center project has encouraged other area schools to address the needs of displaced homemakers and other special groups. As part of that effort, the project has sought:

- To ensure that persons qualifying as displaced homemakers have an opportunity to establish and attain career goals which previously were inhibited by homemaker status or responsibilities, and
- To develop recruitment, assessment, orientation, training, referral, placement and follow-up services within or between educational institutions or agencies which assist displaced homemakers in attainment of career goals.

### CHARACTERISTICS

The Indian Hills Community College program for displaced homemakers and other special groups has dealt primarily with homemakers who, because of circumstances, now have to support themselves and their families. With outdated or no job skills and a lack of self-confidence and esteem, they have difficulty succeeding in the working world. They must plan for their futures.

### ACTIVITIES

In order to plan, displaced homemakers must have information on what is available and how to use available resources. To get a job, they must learn how to transfer any present skills and experiences into marketable skills and be able to express them to potential employers. Those planning to go to school must know the educational options available. The displaced homemaker program supplies the information, helps build self-confidence and esteem, and supports the displaced homemakers in their decisions.

This raw knowledge is compiled in the working handbook with college course, starting date, and length of course. Career assessment, adult education classes, workshops, counselors, financial aid, and any other pertinent information pertaining to the college are listed in the handbook. Human service agencies are listed on a fact sheet showing area of concern, agency name, address, telephone number and basis of eligibility. This information is used in the one-to-one intake counseling, as clients begin to determine where they want to go and what assets they may have. Once the client's needs and interests are discussed and they have received information about options, resources, and agencies, appropriate referrals are made. Upon completing the interview, the client is left with the option of returning for more counseling.



The "On the Way Up" workshop has been developed as part of an effort to reach displaced homemakers in a variety of community settings. The workshop meets on four consecutive days for six hours per day and covers topics such as self-assessment, occupational aspirations, and job-seeking skills. The workshop is presented quarterly, with additional pertinent workshops and classes being offered at Indian Hills through the combined financial support of Part F Consumer and Homemaking funds and monies from the campus women's center. Of the "On the Way Up" workshops presented, the one in Centerville developed into an ongoing support group. A copy of the workshop format, including activities is available from the project coordinator.

A slide presentation has been developed explaining displaced homemakers' needs and problems and resources that can help them. Reprints are available to merged area schools. A guide listing resource people for a statewide meeting of merged area schools has also been developed and presented to the Department of Public Instruction for approval.

The materials were presented to three statewide meetings that included staff from the merged area schools, encouraging them to address the needs of displaced homemakers and other special groups. The groups were 1) Area College Home Economics Coordinators Meeting; 2) Iowa Home Economics Association Annual Meeting; and 3) Spring Health Occupations Educational Conference.

To break down some of the community barriers and inform the public of the new program, approximately 20 speaking engagements were given to community organizations and human service agencies. Two radio interviews and one television news spot also helped get information to clients and the community. Quarterly news releases and paid advertising to papers in the ten county area made homemakers aware of the opportunities available to them. Indian Hills Community College staff, Department Chairs, Indian Hills Board of Directors, and ten county adult basic education (ABE) teachers were introduced to the project by means of several inservice activities.

#### MATERIALS

The project director has developed an Operational Guide for Displaced Homemaker Programs and an instructor guidebook for conducting the "On the Way Up" workshop. If the Iowa Department of Public Instruction approves the release of this material, these two documents as well as copies of the final report for Year 1 and the proposals for Years 1 and 2 will be available from the project director for the cost of duplication. A slide presentation on displaced homemakers' needs and problems and resources that can help is available to merged area schools.

#### OUTCOMES

As a result of the Demonstration Center project, an ongoing displaced homemaker center has been established at Indian Hills Community College. It has served more than 300 clients, over 65% of whom are employed or

enrolled in training programs. In addition to the materials (slide units, videotapes, and brochures) developed and compiled for the displaced homemakers, an innovative one-step intake service delivery mechanism was created. It allows clients to be served and/or referred in a minimum amount of time.

Recruitment through news releases, paid ads, and personal contact with the community and public service organizations resulted in 169 intakes (168 women and one man) in a 10-month period. They all went through orientation at the time of intake.

Eighteen women underwent client assessment in the first 10-month period, using the Strong Campbell or Career Interest Inventory Test. In addition, the 36 women participants in the "On the Way Up" workshop used Holland's Self Directed Search. Participants were involved in training through the "On the Way Up" workshop, the Women's Center, vocational training, academic training, Lifetime Learning Center, and ABE/GED training.

Follow-up on all clients six months after initial contact has been completed. One hundred and four clients have completed follow-up, and twelve could not be contacted. Twenty-nine clients are in training and thirty-eight are working. Some are both working and attending training. Potential employers are just beginning to contact this agency for employees. Two women referred for jobs have been employed by the agencies requesting employees.

#### STAFFING

The regular project staff is comprised of a full-time coordinator, a half-time counselor, and a half-time project secretary. In addition the Director of Adult Education works with the project. An advisory committee provides additional assistance. It includes agency representatives, a legislator, a displaced homemaker, and representatives from the ministry, from financial circles, the Legal Aid Society, the project sponsoring agency, the Women's Abuse Center, and from local newspapers and radio stations.

By utilizing existing support components in the college such as instruction and financial aid, minimal staff commitment can continue the project. Therefore a half-time coordinator will facilitate this cooperative effort on regular college monies in FY 1982.

#### FUTURE DIRECTION

In response to the results of a survey of local employers, the project staff is planning a one-day workshop on job-seeking skills from the employers' point of view. A workshop to disseminate materials to other Iowa area vocational schools will be conducted. In addition, an effort will be made to study more closely those clients who do not seek further training or employment. In this way, the project hopes to better serve displaced homemakers in the region.

## REPLICATION

Project staff stress the importance of outreach and recruitment in establishing and maintaining the center, since 80% of their clients did not qualify for social services or had never been to a social service agency. They recommend paid ads in small newspapers as the best source of initial outreach.

A college-wide commitment to the program was also important. Having it gave the coordinator an opportunity to set up a program that would meet the needs of the clients as well as the responsibility of keeping the staff and administration informed of program progress. In addition, the programs should complement but not duplicate existing service.

Another essential program component is that of client evaluation and follow-up. By organizing and compiling the data on clients, a program coordinator can easily see who has been reached and who needs follow-up.

This program received an initial VEA grant of \$25,000. In the second year, the grant was increased to nearly \$42,000 to allow a half-time counselor position to be established and to acquire additional materials and supplies.

## Contact

Loretta Hudson, Displaced Homemaker Center Coordinator  
Ottumwa Industrial Airport  
8th Street, Building 5  
Ottumwa, Iowa 52501  
515/683-5187

OR

Chief of Preparatory and Supplementary Programs  
Iowa Department of Public Instruction  
Grimes State Office Building  
Des Moines, Iowa 50319  
515/281-4714



## DISPLACED HOMEMAKER PROGRAM

Indian Hills Community College  
Iowa Demonstration Center  
for Displaced Homemakers  
and Other Special Groups

# Sensitivity Training in Occupational Stereotypes

## Program Summary

- Address:** Sensitivity Training in Occupational Stereotypes  
Western Kansas Community Services Consortium  
1007 West 8th  
Pratt, Kansas 67124  
316/672-2566
- Target Audience:** Postsecondary teachers, administrators, and local community members.
- Occupational Area:** All vocational areas.
- Description:** This seven college consortium in western Kansas hired a sex equity consultant who conducted an inservice training program for the faculty, administration, and advisory committees at five of the member campuses. As a result of this experience and subsequent training, the project director reviewed and made suggestions for the revision of recruitment materials at each participating institution.
- Outcomes:** Based on the training she received from the sex equity specialist, the project coordinator was able to conduct a number of follow-up sensitivity training sessions dealing with sex bias and stereotyping. She also reviewed the recruitment brochures and course catalogues for the five consortium member colleges and made suggestions for improvement where necessary. Consortium colleges reviewed and revised recruitment materials, as necessary, to render them bias-free.
- Funding:** For the year 1979-80, the project was awarded \$9,610 under the Federal Education Amendments of 1976, Title II. The local contribution was \$3,040.



## Setting

The region of western Kansas comprises 45 counties and is fairly rural. It has a relatively low population density. Towns and cities are remote, making it difficult for individual communities to support substantial cultural and educational programs.

## History

The Western Kansas Community Services Consortium was formed to expand community service programs and to make these programs more beneficial and available to more of western Kansas. Consortium members for 1979-80 include educational institutions from 45 counties, about a third of Kansas. They include Colby Community College, Dodge City Community College, Garden City Community College, Hutchinson Community College, Pratt Community College, and Seward County Community College. Kansas State University, serving the entire state, is also a member institution. Projects are supported by dues from these institutions as well as through Federal, state, and local means.

By cooperating, the community colleges can do more for their several communities than they could do individually. The consortium provides a broader base of support for the development of programs that cannot be supported by an individual institution. It provides institutional resources on a regional basis to meet problems in western Kansas. In this way individual institutions have greater effectiveness by coordinating activities to be mutually supportive and to eliminate wasteful duplication of services. To these ends the members pool their intellectual, physical, and economic resources. Consortium members report that like the parable of the loaves and fishes, they have found that returns from this affiliation have always outweighed the investment.

All of the community colleges in the consortium offer a number of vocational programs, many of which are traditionally, though inaccurately, identified as either "male" or "female" occupations. The consortium has selected eight vocational areas common to all the colleges to encourage sex equity in programs. These areas are office education and secretarial; nursing; auto, diesel, and mechanical technologies; carpentry and building trades; agriculture; child care and consumer home economics; welding and machine tool technology; education technologies, teacher aide, educational paraprofessionals.

## Description

### OBJECTIVES

The purpose of the project is to provide inservice training to the faculty, administration, and advisory committees of selected programs in the eight vocational areas, aimed at overcoming sex bias and sex stereotyping in attitudes, behaviors, curricula, and instructional and recruiting methods. Specific objectives of the program are:

- To identify and employ one or more specialists in sensitivity training who would be qualified and available to conduct inservice sessions on sensitivity to sex bias and sex stereotyping;
- To schedule and hold sex-equity awareness sessions at each college. Ideally, this would be three separate sessions at each college--one for vocational faculty and administrators, one for general academic faculty and administrators, and one for vocational advisory committees;
- To incorporate role-playing and small group interaction in order to identify sex biases and stereotypes within the individuals and the groups;
- To apply sex-bias awareness in evaluating current methods of instruction and recruiting, including curriculum and instructional equipment and materials; and
- To make specific, measurable changes in publicity and recruiting philosophy and methods to appeal to students of the nontraditional sex in each program.

### CHARACTERISTICS

Faculty and administrators from consortium member institutions as well as vocational advisory committee members and community members attended the workshops. Staff and administrators at member colleges worked in conjunction with the project coordinator to eliminate sex bias in their recruitment materials.

### ACTIVITIES

The first step was to hire a qualified specialist in sensitivity training and occupational stereotypes. She conducted five inservice training sessions for consortium colleges in the form of lectures, discussions, role-plays, small group interaction, and personal consultant services with administrators, counselors and teachers. Generally, these sessions were two to three hours in length and were scheduled within the four-day period of the consultant services contract.

Each of the five institutional representatives to the consortium took responsibility for planning and publicizing the session. Most schools distributed flyers or sought out feature stories or newspaper articles on the topic of nontraditional workers. Others took out ads in newspapers and on radio stations.

The sessions were tape recorded, and one was videotaped. Two consortium locations arranged interviews for the consultant with radio and newspaper reporters. A half-hour radio session was broadcast during the noon hour in one area, and the tape has been retained.

Following the consultant sessions, consortium member institutions began reviewing course texts and syllabi as well as student recruitment brochures for sex bias. In addition, several articles highlighting nontraditional students enrolled in existing vocational programs appeared in local newspapers.

During this same period of time, the project director attended a week-long consultant training workshop sponsored by the Midwest Sex Desegregation Assistance Center. Following this training, the project director visited all five member campuses to evaluate existing programs and materials and to present programs in sex bias, language, and recruitment techniques for those involved with vocational education. Brochures and catalogs were collected for evaluation, with written reports and suggestions for improvements to be given to each college during the next three month period. In addition, the director took a brief tour of the vocational facilities and visited with teachers and students.

Finally, she presented programs as arranged by the college consortium members, covering such topics as sex bias in recruitment and biased language.

#### MATERIALS

Copies of the project proposal, quarterly reports, evaluation of catalogs and brochures on biases, and publicity and recruitment ideas are available from the project director for the cost of duplication and postage.

#### OUTCOMES

The week-long sensitivity training workshop prepared the project coordinator to conduct a number of successful follow-up sensitivity training sessions dealing with sex bias and stereotyping and to evaluate recruitment brochures and course catalogs. As a result, consortium colleges reviewed and revised recruitment materials as necessary, rendering them bias-free.

## STAFFING

Staff consisted of 7 consortium members, a half-time project coordinator, and the sensitivity training consultant.

## FUTURE DIRECTION

Recognizing that a truly effective program would require more than a year's time and receiving full support from the consortium and the state sex equity coordinator, the project director wrote four proposals in related areas for FY 1981. Two projects received tentative approval.

The summary evaluation offers reviews of the materials in a straightforward, helpful manner. The report provides a ten-item general checklist of points to consider in designing future brochures and catalogs and reviews individual college catalogs and brochures, giving both praise and suggestions for improvement in a positive manner.

## REPLICATION

For anyone wishing to replicate the program, the project director has cited several program components as key success factors. In the first place, the choice of an effective sex equity training consultant is essential. This must be a person who works effectively with a variety of people. Having the consultant available for individual and small group work after the major presentations allows for greater reaction and synthesis time on the part of the participants.

The importance of including the effects of sex bias on men cannot be overstressed. In this way those who are in power positions within the typical vocational education structure can begin to understand and relate to the need for equity in the schools. And finally, the full cooperation and enthusiasm for the program by the administrators at each college were of utmost importance.

## Contact

Joyce Hartmann  
Project Director  
1007 West 8th  
Pratt, Kansas 67124  
316/672-2566

OR



Vocational Equity Specialist  
Kansas State Department of Education  
120 E. 10th Street  
Topeka, Kansas 66612  
913/296-2091



**NON-  
TRADITIONAL**



**CAREER**



**OPPORTUNITIES**



## Career Exploration Institute for Women

### Program Summary

- Address:** Department of Industrial Education and Technology  
Northwestern State University of Louisiana  
Natchitoches, Louisiana 71457  
318/357-5298
- Target Audience:** Female students who have completed their junior or senior year in high school.
- Occupational Area:** Technological and industrial careers, in general, with a focus on construction, drafting, and electrical-electronics occupational clusters.
- Description:** The Career Exploration Institute for Women was a nine-week program held for women on the Northwestern State University campus during the 1980 summer semester. The Institute was designed to give each participant the experiences necessary to become aware of the many opportunities open to them and to encourage them to prepare a plan for achieving success in a chosen career. Participants were introduced to a variety of industrial and technical occupations and engaged in an indepth study of three occupational clusters (drafting, electrical-electronics, and construction). Program activities included classroom instruction, laboratory projects, field trips, and individual investigation. Students received nine hours of college credit for satisfactorily completing the program. The Institute paid all living and school expenses for participants.
- Outcomes:** Twenty women participated in the Institute. Eighteen had completed high school; two had completed their junior year of high school. By the end of the summer, all of the women had made career choices, nearly all of which were in nontraditional occupational fields. Two of the women enrolled in Northwestern University, one in the Department of Industrial Education and Technology.
- Funding:** Louisiana State Department of Education, Division of Vocational Education: \$18,053; Northwestern State University of Louisiana: \$9,000.

## **Setting**

The Careers Exploration Institute for Women (CEIW) was carried out by the Department of Industrial Education and Technology at the Northwestern State University of Louisiana. Northwestern State University is located in the historic city of Natchitoches, population approximately 17,000, in the heart of Louisiana's lake and forest county. About 3,500 full-time students attend the University. Founded in 1884, the University was originally designated as a "normal" school to prepare teachers. Currently, the University offers several certificate and associate degree programs, as well as graduate and undergraduate programs in business, education, liberal arts, nursing, and science and technology areas.

The Department of Industrial Education and Technology is part of the College of Science and Technology. The Department has approximately 600 students and seven full-time faculty members. The Department offers two-year associate programs in drafting, electronics, metals, and printing technologies, as well as a variety of undergraduate degree programs.

## **History**

The original idea for the CEIW was developed over five years ago by the Dean of the College of Science and Technology. At the time no female students were enrolled in the Department of Industrial Education and Technology. It was felt that a special program for female students would be responsive to the need to promote sex equity and would also help attract more potential students and counteract a trend of decreasing enrollments.

It took several years for the idea for the CEIW to be developed and funded. During this time, Louisiana's State Sex Equity Coordinator became interested in the CEIW notion. In 1979-80, a faculty member, who became the CEIW coordinator and the department head, submitted a successful proposal for the CEIW to the Division of Vocational Education.

## **Description**

### **OBJECTIVES**

The program of the CEIW was designed to accomplish two primary objectives and one secondary objective. The two primary objectives were to provide participants with:

- The experiences necessary to become aware of the many career opportunities open to them and to help them prepare a plan for achieving success in a chosen career, and

- Indepth study of three nontraditional occupational clusters -- drafting, electrical-electronics, and construction occupations.

A secondary objective of the CEIW was to increase the number of women enrolling in the Industrial Education and Technology Department.

## CHARACTERISTICS

The CEIW was designed originally for women who had completed their junior or senior year in high school. In the selection process, high school seniors were given priority. Twenty women participated. Each received an introduction to a broad range of career opportunities as well as an indepth study of drafting, electrical-electronics, and construction. Participants received nine semester hours of credit for satisfactorily completing the program. In addition, the CEIW provided living and school expenses.

## ACTIVITIES

The CEIW was a nine-week program conducted on the Northwestern State University campus from June 1 - August 1, 1980. The formal portion of the program consisted of four areas of study, involving seven hours of classroom or laboratory activity each day. A typical day involved two hours in each of the three occupational clusters and one hour in a career planning seminar.

Building Construction course. The course acquainted students with the modern construction industry, tools and equipment, job titles and duties on construction sites, the interrelationship of the construction trades, differences between construction and manufacturing, and career opportunities in the industry. A regular department faculty member taught the course. Both theory and practice were employed as methods of teaching. The laboratory work consisted of actually building two small storage buildings measuring six by eight feet.

Drafting course. The drafting course provided the participants with an overview of the drafting field and gave them first-hand experience in using drafting tools and equipment. The content closely paralleled that of a postsecondary basic drafting course and was taught by the CEIW project coordinator. During the first week of the course, students received an introduction to drafting occupations. Following this, they were introduced to drafting tools, lettering, and geometric constructions. The remainder of the course was devoted to developing skills in drafting techniques.

Electrical-Electronics course. The study in electricity and electronics provided an overview of these industries and acquainted participants with the kinds of problems that workers in these fields must solve. A regular department faculty member also taught this course. Students received an introduction to basic electricity-electronic techniques and principles and their importance to a wide variety of careers. They learned basic soldering techniques in preparation for a culminating laboratory activity -- building their own radio from a kit.



Career Planning Seminar. The career planning sessions, conducted by the CEIW coordinator, were designed to assist participants in recognizing their own interests and abilities, making a realistic career choice, and developing a personal career plan. The seminar involved a testing program to ascertain individual abilities and career interests, an overview of a variety of occupations, individual investigations of occupations, and a report to the group on career choice. In addition, several field trips were made to nearby industries.

During the first two weeks of the CEIW, the participants took the A.C.T., a scientific aptitude test, a mechanical aptitude test, and the Strong-Campbell Interest Inventory. Test results were conveyed to participants in a private conference. Following this was the videotape presentation "Breakout," showing women at work in a variety of nontraditional fields.

The participants were then assigned the task of selecting their "ideal career" and developing a personal description and plan for the career. Resources of both the University Counseling Center and the library were available to help them in this task. Near the end of the program, each student presented an oral and written report on their career choice.

Field trips to a local vocational school, construction sites, and several Shreveport, Louisiana companies were also part of the CEIW program. At the companies toured, the physical facilities were explored and participants learned about job opportunities. After the tour, women workers often spoke to the participants, describing their jobs, how they happened to be employed in a nontraditional job, and problems they had encountered in the work.

#### MATERIALS

Aside from the letters, forms, and other documents that were necessary to implement the CEIW, this project produced no special materials other than a final report. The final report was designed with two purposes in mind. First, it was the official document submitted to the Division of Vocational Education project sponsors. Second, it was designed to provide participants, parents, and other interested persons with a fairly complete description of CEIW and documentation of program activities. It contains pictures of the summer's activities and a variety of program documents. Copies of the report are available upon request.

#### OUTCOMES

There were three major outcomes of the CEIW program. First, from evaluation information obtained during the summer program, it was clear that participants enjoyed and felt they benefitted from the summer's activities. Nearly everyone indicated that the CEIW program helped them decide on a career or gave them greater knowledge of available job opportunities. In terms of future career goals, participants selected a

variety of fields -- almost all of which were in nontraditional career fields. Second, although it had been hoped that a number of participants would enroll in the Industrial Education and Technology Department, only one student actually enrolled. One additional student did enroll in the University, and it is likely that one more of the CEIW participants will be enrolling in the Department in the near future.

A third outcome, and one that was not necessarily anticipated, was the impact of the CEIW on the attitudes and perceptions of Departmental faculty and staff. Prior to the CEIW, many of the Departmental faculty, including staff of the CEIW program, had limited exposure to females as students in industrial and technical programs. As a result of the CEIW, faculty and staff were favorably impressed with the skills and abilities of the participants. Both faculty and staff are now more receptive to accepting and encouraging women to enroll in the Department and to pursue nontraditional careers.

#### STAFFING

A full-time faculty member in the Department of Industrial Education and Technology served as overall coordinator of the CEIW. During the spring semester, most of his non-teaching efforts were devoted to developing the CEIW program and recruiting students. He was supported in this activity by the department head, who served as project director, responsible for University administrative and budgeting activities.

Two additional faculty members served on the staff of the summer program. The CEIW coordinator, in addition to teaching the drafting course, also conducted the career planning activities and managed the overall summer program. While the grant from the State Department provided for coordination, teaching salaries were provided by the University, as well as secretarial support.

#### FUTURE DIRECTION

Although the CEIW was a successfully carried-out program, it is unlikely that it will be repeated in the future. The State of Louisiana's Division of Vocational Education has limited funds and has no current plans to responsor the CEIW, although they would do so if funds were available. In order to carry out the CEIW, both State Department funds and University support for faculty members, facilities and materials were required. From the standpoint of the number of participants (20), the CEIW was a somewhat costly project. If funding were available, the Department would like to offer a similar program in the future.

#### REPLICATION

Although the staff and participants concluded that the CEIW was highly satisfactory, they did make several recommendations for improving the program if it were to be replicated:

- Careful examination of the content of the occupational course activities should be made. Because students were receiving college credit, it was necessary for the CEIW courses to meet University standards. In order to sustain student interest, it might be advisable to cover a broader range of topics in less depth, and to carefully consider the nature of college credit given.
- Additional personnel would also be suggested. When students were participating in "hands-on" experience, it was often difficult for one instructor to attend to 20 students. Laboratory assistants would be desirable. A certified counselor would also be desirable for the career planning activities. The CEIW coordinator, who assumed responsibility for career planning activities, did have a background in guidance and counseling, but felt that a trained counselor would have been helpful. Finally, part-time secretarial support was needed. Although the Department secretary provided needed support services, it was necessary for her to spend extra time to provide these in addition to her regular duties.
- Recruitment for the program should begin at an early date. Because the program was not funded until March 1980, recruitment of students began at a time when many students had already made plans for the summer. In addition, the program coordinator found that the recruitment letter and brochure that were sent to schools in the state were not effective in reaching students. The coordinator was frequently told by counselors that there were no female students in a school who would be interested in the program. He later found out that no students had even been informed of the program. Several personal visits to schools and conferences and face-to-face meetings were required to recruit 20 students for the program; only two of these heard about the program from their school counselors.

### Contact

Dr. Bill Shaw  
 Department of Industrial Education and Technology  
 Northwestern State University of Louisiana  
 Natchitoches, Louisiana 71457  
 318/357-5298

OR

Joy Joseph  
 Coordinator, Sex Equity Programs  
 Division of Vocational Programs  
 State Department of Education  
 P. O. Box 44064  
 Baton Rouge, Louisiana 70804  
 504/342-3522

# Women's Training and Employment Program

## Program Summary

- Address:** 122 State Street, Station 103  
Augusta, Maine 04333  
207/289-3032
- Target Audience:** Economically disadvantaged women.
- Occupational Area:** Trades, Prevocational Training, Truck Driving.
- Description:** After extensive research in eight communities, five were selected as demonstration project sites for two, eight-week, prevocational training courses for economically disadvantaged women. The Women's Training and Employment Program (WTEP) staff also worked with community members and agencies in order that they may continue prevocational training and job or vocational training placement for women after the demonstration period ends. In conjunction with the training program, during the summer of 1980, WTEP and the Washington County Vocational Technical Institute implemented an "Introduction to the Trades." This was a one-week residential session with participants, WTEP staff, and vocational instructors. WTEP developed a Class II truck driving course for eligible women in cooperation with the Department of Transportation, Office of Maine CETA, and Northern Oxford Vocational Area (NOVA) in the Rumford area.
- Outcomes:** The goal is to have positive placement for 50 to 60 economically disadvantaged women, have a cadre of personnel trained to continue delivery of prevocational services in each of the communities, document approaches to job and vocational training development dealing with artificial barriers to employment, and make available prevocational services program curricula to other training providers. Thirty women attended the "Introduction to the Trades" program, and ten of them are now attending the Vocational Technical Institute in marine finishing and industrial painting, auto mechanics, electronic communications, and retail management programs.
- Funding:** Discretionary CETA funding through State Employment and Training Council: \$250,000 for demonstration projects; \$6,000 (excluding staff) for "Introduction to the Trades"; and \$7,000 (excluding staff) for Class II truck driving course.



## Setting

Maine per capita income is among the lowest in the nation partly because of changes in economic development and the movement of whole industries to the south and west. Belfast, one of the selected sites, has been a dying town for ten years with only seasonal tourist businesses remaining. Another site, Rockland, has a healthier although limited economy with fish packing, retailing and a concrete manufacturer.

The decreasing employment opportunities in Maine are affecting women in greater numbers than men. Industries that are leaving the area, such as textiles and shoes, have had predominantly female labor forces. Although the jobs are usually dead-end and low paying, these industries have provided survival income for many Maine women. In all eight communities studied for this program, over half of the economically disadvantaged citizens were women--many of whom were heads of households. Unemployment projections were consistently higher for women than men in the seven counties studied. Many full-time workers cannot earn enough to support their families and the relative disadvantage of women in this category is worsening.

## History

In response to the changing employment patterns of Maine women and to labor market statistics demonstrating an inequitable distribution of women in low paying jobs, the Women's Training and Employment Program (WTEP) was established under the Department of Manpower Affairs. The long range mission of WTEP is to seek equitable treatment for women in education and employment and to increase employment and training opportunities. Since September 1979, WTEP personnel have carried on research, developed programs, and set goals to carry out this mission.

## Description

### OBJECTIVES

The overall goal of this program was to assist 50 to 60 economically disadvantaged women (focusing on displaced homemakers, single mothers and female heads of households) in becoming gainfully employed. Specifically, five communities were selected and assisted in providing and enhancing the delivery of prevocational training and employment programs for economically disadvantaged women. The objectives for the assistance given the communities were:

- To provide technical assistance and training to service agency personnel in each program site and enhance services to women clients;

- To increase understanding of women's status in the labor market and coordinate fragmented resources; and
- To demonstrate economic, job, and vocational training development approaches (job and vocational placement program) which focus on career paths for women, not just jobs.

## CHARACTERISTICS

The program is aimed at economically disadvantaged women--primarily female heads of households, displaced homemakers and single mothers. At one site, women are being trained as Class II truck drivers. Another location is focusing on women developing small businesses. In two of the sites, the emphasis is on prevocational awareness of opportunities in nontraditional trades.

## ACTIVITIES

The Maine Women's Training and Employment Program (WTEP) is a comprehensive attempt to improve women's chances for employment and to mitigate the inequitable distribution of women in low paying, dead-end jobs by assisting women in the preparation for the full range of available occupational choices. Throughout an 18-month period, WTEP has been conducting a two-part program--a planning and technical phase and an implementation phase.

The first six months were spent in the planning and technical phase. Research was done to determine need and existing information was synthesized and analyzed. Labor markets were analyzed, existing community services were identified, and CETA and Job Services potential for initial intake and other services were analyzed. Community cooperation was elicited to identify and develop sites and to form advisory committees.

After the research was completed and the community survey results were obtained, sufficient funding was received to set up five sites. Belfast, Machias, Rockland, Rumford and South Paris were selected for the eight-week session. Each program site was organized to meet the specific needs of the community it draws from. These needs were determined in concert with community leaders and officials in each area, some of whom continued to serve as advisory committee members throughout program implementation.

Offices were established, and community resources for training assistance were identified. Curriculum development was also accomplished in the first phase and resulted in an excellent Participant Workbook and A Leader's Guide. A great deal of very hard work went into developing and coordinating the technical phase.

The implementation phase included Prevocational Components, a Supportive Services Component, a Residential Trades Week at the Washington County Vocational Technical Institute (WCVTI), and proactive job development. A variety of activities are presented in the Prevocational Components.

Training is done by the program coordinators with assistance from community resources. The components are designed for flexibility in use depending on participant needs and leader style. A minimum number of three-hour component modules is required, but they can accommodate any group of participants, leaders, or needs. The components for the Prevocational Services are:

- Personal Development--minimum of 9 modules or 27 hours. Assessment of personal needs, values, characteristics.
- Personal Economics--minimum of 5 modules or 15 hours. Information on time and money management and women's economic status.
- Career Information and Occupational Choices--minimum of 9 modules or 27 hours. Identification of skills, attributes and work values; information about preparing for and entering work; and making work choices which begin the career building process.
- Effective Job Search--minimum of 4 modules or 12 hours. Provide for specific job search and readiness skills, implement career/job search and/or attain vocational skills.

These prevocational components were implemented at five sites. Because of differing community needs, each had a different focus. Belfast women explored opportunities for starting their own businesses and developed business plans. The Rockland group concentrated on career awareness and personal readiness for a job. In addition to career awareness, the Rumford center presented a Class II truck driving course.

In the Supportive Services Component, services included child care, health care, transportation, eye and dental care, and other artificial barriers to employability. Monies were allocated on an as needed and priority basis.

"Introduction to the Trades" exposed thirty women to vocational education opportunities. Women from all of the sites were bused to WCVTI for an intensive week of vocational exploration. Four counselors from WTEP accompanied the women and were on call twenty-four hours a day. The schedule called for each woman to experience four broad vocational areas--mechanics, electronics and electricity, marine finishing, and plumbing and heating--including some "hands-on" activities. Evenings were spent talking about entering programs, problems, reactions, and checking realities of individual situations. The participants were so stimulated by the activities, they kept the counselors up most of the nights answering questions and discussing merits of various vocational programs.

The design of the program is very well done. It provides for interaction with members of the communities involved both to gain information about needs and to create awareness of the needs and to build support for meeting the needs of disadvantaged women. Time is built in for ego strengthening since most women in this category have low self images.

Other state and local resources are drawn on to build networks as well as supplement the budget.

#### MATERIALS

WTEP has published the Prevocational Curricula for Women, which includes an excellent Leader's Guide and a Participant Workbook. Arrangements can be made with WTEP to purchase the curricula. Several other publications apply specifically to Maine: Displaced Homemakers: An Historical Perspective in the State of Maine, Profiles of Eight Maine Communities, a Preface and Introduction to Profiles of Eight Maine Communities, and A Handbook For and About Working Women in Maine. A library and resource file on women's issues has been developed and interested individuals or agencies may use it.

#### OUTCOMES

Ongoing job development activities have resulted in placements. Sixty-five percent of the 90 women served are in the first phase of implementing their personal career decisions that may include vocational training, on-the-job training, or an entry level job in their chosen career field. This meets the expected outcome of having 50 to 60 women in good jobs by the end of the contract.

#### STAFFING

The Executive Director works far more than full-time, developing and administering the program, seeking funding, and supervising curriculum development. The four Program Coordinators developed curriculum modules and carry out training duties at the program sites. Three of the coordinators train full-time at program sites while the fourth performs supplementary training services for all the sites and program development work at the central office. A part-time researcher has compiled the library/resource file with the assistance of a freelance librarian and has assisted with the initial program research. An administrative assistant and clerk keep the project office functioning.

Each site has an advisory council composed of community leaders and citizens. They have been very helpful in identifying community needs and locating facilities.

#### FUTURE DIRECTION

If funding can be obtained, the Executive Director would like to provide training of trainer services to each community able to set up its own training center. So that WTEP's efforts may continue, a piece of legislation establishing a Division of Women's Training and Employment has been introduced into the Maine legislature.



## REPLICATION

The program is so well developed, it could be replicated in whole or part by any efficiently managed women's center with financial resources of \$15,000 to \$20,000 and a minimum of one staff person.

## Contact

S. Diane Paige  
WTEP  
122 State Street, Station 103  
Augusta, Maine 04333  
207/289-3032

OR

Edward Maroon  
Affirmative Action Officer/Vocational Education  
Department of Educational and Cultural Services  
Augusta, Maine 04333  
207/289-2796

# Prevocational Orientation Program Working Model for Dundalk Middle School

## Program Summary

- Address:** Dundalk Middle School  
7400 Dunmanway  
Baltimore, Maryland 21222  
301/284-2900
- Target Audience:** Seventh and eighth grade girls and boys, including special education students.
- Occupational Area:** Agri-Business and Natural Resources, Environmental Control, Marine Science, Business and Office, Communications and Media, Marketing and Distribution, Construction, Manufacturing, Transportation, Arts and Humanities, Public Service, Consumer and Homemaking, Health, Hospitality, and Recreation.
- Description:** The program offers exploration in the world of work and informs students of educational and occupational choices. Prevocational orientation provides the student guidance in course selection for the high school level as well as the chance to expand occupational horizons particularly the opportunity for girls and boys to explore nontraditional roles. The program is set up to help students develop the decision-making process by providing up-to-date, non-biased information and "hands-on" activities. Learning experiences are organized into four areas, awareness stage, self-appraising stage, exploratory stage, and an opportunity stage. By the end of the opportunity stage students are prepared to select a tentative high school educational plan to suit individual needs and desires, interested in investigating other occupational fields, and able to integrate knowledge of self with knowledge of the world of work to make a tentative career decision.
- Outcomes:** Each year some 425 public school and 88 parochial school students are exposed to experiences in 15 occupational clusters. They engage in activities in a lab setting as well as some workplace settings. Additionally, the student councils of both schools have been stimulated to sponsor a career education day and a career education survey. Parent participation has been encouraged.
- Funding:** Maryland State Department of Vocational Education through the Baltimore County Department of Education: \$30,355 for fiscal year 79/80.

## Setting

Baltimore County's Dundalk Middle School was rebuilt over two years ago into a fine facility, providing both open class areas and traditional classrooms. The teachers all have desks in separate office areas where they can accomplish their planning and administrative work undisturbed by students, yet are readily available to them. The media center, situated so that students walk through it while going to and from classes, is readily accessible.

The school draws from a long-settled blue collar area, with most people working in the steel, shipbuilding, electrical, and construction industries. Although unemployment is higher now because of layoffs and cutbacks, many of the people are too proud to accept welfare payments. Parents are proud of their vocations, for the most part, and are supportive of vocational programs.

Southeastern Vocational-Technical School, St. Rita's Parochial School, Dundalk Middle School, and several small businesses and industries are within walking distance of each other. The Dundalk Community College is also a neighborhood asset as well as Dundalk Senior High School.

## History

The idea for a prevocational orientation program originated with the Maryland State Department of Vocational-Technical Education staff and is funded by them. One of the reasons Dundalk was selected was the proximity of a parochial school, which the program developers wanted included in the project. A representative of the Division of Vocational-Technical Education monitors the project, while the Baltimore County Public Schools, in conjunction with St. Rita's Parochial School, administer the project. The Vocational-Technical Education Division of the State Department of Education coordinator was also instrumental in developing the content.

The project director used \$8,355 in start-up funds to obtain materials from the North Carolina Department of Public Instruction's Tarboro Project and to bring a specialist from North Carolina to explain their use. An administrative aide was hired to help get out questionnaires, locate materials and handle other administrative details. For the first school year, September 1980 to June 1981, another \$22,000 has been appropriated. This pays for the full-time teacher and additional materials. The director would like to obtain another \$10,000 to follow up, evaluate, revise and integrate the system into the regular school program.

## Description

### OBJECTIVES

The program's goal is to instill in students a greater awareness of the knowledge and skills required for living, learning, working, and expanding their occupational horizons, particularly in nontraditional roles. The students are involved in activities and/or programs designed to:

- Develop self-appraising vocational interests and aptitudes;
- Explore the world of work, including "hands-on" activities in traditional and nontraditional experiences;
- Provide up-to-date, non-biased information, which they can act on in making decisions leading to career choices.

### CHARACTERISTICS

Included in the program are all the seventh and eighth grade boys and girls from Dundalk and St. Rita's, as well as Dundalk's 60 or so special education students. The students have an opportunity to explore business occupations (business and office, marketing and distribution, communications and media), industrial occupations (manufacturing, construction, transportation, fine arts), environmental occupations (agri-business and natural resources, environmental control, and marine science), and service occupations (consumer and homemaking, health, personal and public service, hospitality and recreation).

### ACTIVITIES

The students experience fifteen different occupational clusters, containing up to twenty different vocational possibilities each. A cluster is a collection, group, or family of occupations that may be related by skill, experience, or aptitude. Each of these clusters is introduced by a general program, such as an assembly or a field trip, designed not only to interest the students but to build bridges with parents, other teachers, community leaders, and industry representatives.

The first cluster, fine arts, was introduced in an assembly featuring performances by Dundalk Senior High School students who were planning careers in dance and voice. There was also a slide show about printing. This program stimulated more cooperation with the high school, and students from all three schools benefited from the exposure. Teachers in other departments were brought in to help with the assembly and gained more of a stake in the program. Teachers were also encouraged to relate skills they teach to skills of the various jobs studied.



As a part of the construction module introduction, for example, a representative from the Associated Builders and Contractors School of Baltimore gave a twenty-minute audiovisual demonstration. Following this presentation, students went to the cafeteria where counselors and students of the Southeastern Vocational-Technical School had arranged four construction stations showing techniques, materials, and tools of the trade. Students were encouraged to ask questions as they gained a quick overview of the construction trades.

Parents have also been encouraged to participate. A questionnaire was sent out to them in an effort to build interest and obtain volunteer help. Each was asked to give a few hours a week, an occasional lecture or demonstration, or to let a seventh-grade student "shadow" her or him on the job for a half or whole day. Given the way people in the community feel about their work, the schools anticipate a great deal of help from the parents. One of the difficulties, however, is having enough staff time to follow up on contacts with parents and industry leaders.

The seventh-grade students' participation in the program is designed to develop awareness of various vocations. They attend the assemblies, observe family vocations and other workers, take tests and inventories and are introduced to the decision-making process. Eighth-grade students are more involved in developing cluster preferences, gaining in depth, "hands-on" experiences in one vocation and general experiences with several others. They compare their interests with skills or jobs and learn more of the decision-making process leading to high school registration in a specific area of study.

Activities take place in the vocational wing of Dundalk School, in a large rectangular classroom. Tables clustered in the center of the room contain the Tarboro and Dundalk-developed materials and instructions. Stations around the room contain materials for the "hands-on" experiences with several different job-related procedures. Students come to this learning center once a week and, in groups of four, work through the stations set up for each vocational cluster.

#### MATERIALS

Availability of funds can determine the kinds of material used. Dundalk has had some items donated and has chosen less expensive aspects of the jobs to emphasize. In the transportation segment, an oil company donated a credit card recording machine used in a service station. While studying this segment, students visited nearby service stations for more information. In the classroom, students used maps to figure mileage and routes, important aspects of the trucker's job that can be done without a truck.

Tarboro materials provide the basic introduction to each job segment. These materials, designed to promote sex and race equity, were developed by the North Carolina Department of Public Instruction.

During the third phase, the project monitor from the Maryland Department of Education will disseminate the report of the Prevocational Orientation Program throughout the state to interested schools and agencies. This packet should be available by June 1982.

#### OUTCOMES

It is hoped that the program materials segments can become part of the regular curriculum at Dundalk and St. Rita's schools. The director does not foresee funding to pay for a special teacher for the program. However, vocational units could be incorporated into regular class schedules as applications of skills taught. Publication of the materials may stimulate other school systems to incorporate sex and race fair vocational awareness programs into their curricula.

#### STAFFING

At present, the program includes a director, an associate director, a full time teacher, and a state monitor. The advisory committee is composed of education, counseling and vocation specialists from the Archdiocese of Baltimore and the District of Columbia; Maryland State Department of Education; Baltimore County Public Schools; Montgomery, Prince George's, and Anne Arundel County Boards of Education; Maryland Department of Human Resources; and Baltimore City Hospital. Two parents are also on the advisory committee.

#### FUTURE DIRECTION

Hopefully, at the end of the try-out period, June 1981, elements of the project can be incorporated into the curriculum at Dundalk and St. Rita's. It will be necessary to obtain some additional funding to assure this continuation, however. This promising program is working very well at Dundalk Middle School and St. Rita's Parochial School and is a cost-effective model for other schools to replicate.

#### REPLICATION

The Prevocational Orientation Program could be replicated in many settings and could be revised to accommodate a number of different environments. School systems wanting to establish a similar system may obtain a report of the results at Dundalk. If department chairpersons implemented the project based on this report, it is estimated that they could do it with an initial outlay of \$5,000-\$10,000 for supplies and materials. Human resource costs would be in addition and both costs would depend on the resources available in the school.

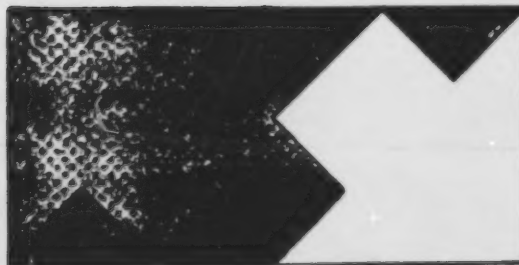
### **Contact**

Dr. Paul J. Arend  
Project Director  
Prevocational Orientation Program  
Dundalk Middle School  
7400 Dunmanway  
Baltimore, Maryland 21222  
301/284-2900

OR

K.R. Sargent  
Education Specialist  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201  
301/659-2566

## **PREVOCATIONAL ORIENTATION PROGRAM**



## **Which Way?**

## Evaluation of Curriculum—Culinary Arts

### Program Summary

**Address:** Minuteman Regional Vocational Technical High School  
Marrett Road  
Lexington, Massachusetts 02173  
617/861-6500

**Target Audience:** Teachers and students in culinary arts.

**Occupational Area:** Culinary Arts.

**Description:** This project examined existing culinary arts curriculum for sex/race bias to develop strategies for identifying and counteracting bias and to document results in the form of a manual for use by others. The weekly training sessions for culinary arts instructors included such topics as examination and study of reference materials, including guides for evaluation of curriculum; specific laws; career education; career opportunities in culinary arts for females and males; problems of women and minorities in the occupational area; techniques for identifying bias in the curriculum; and strategies for correcting bias. The project also provided for participation by a consultant in shop classes to identify areas where females and males might encounter problems, to get a feel for how the shop is run, and to discover "hidden curricula" that reinforce bias and stereotyping.

**Outcomes:** An Instructors Manual for dealing with the "hidden curriculum" of sex stereotyping in the culinary arts program has been written. Those culinary arts faculty members serving on textbook review committees are demanding publication of sex fair-text books.

**Funding:** Commonwealth In-Service Institute: \$3,000;  
Minuteman School Vocational Education funds: \$500.



## **Setting**

Minuteman Vocational Technical High School was built and operates under the supervision of an appointed School Committee, with a representative from each of the 15 towns that support the school. The school was designed to be sex-fair. For example, there is no Home Economics department because it does not train girls for a career outside the home. All of the classes including physical education are attended by boys and girls together.

The building focuses on the Trades Hall, which is open to the view rather than hidden off in a back hall. The library floats between classroom wings and emphasizes the importance of academic learning even in a vocational school. It is an attractive building with bright colors.

The towns served by Minuteman range from poverty level to affluent, with the majority falling in the middle economically. There are not many blacks in the towns or in the school.

## **History**

A Boston University graduate student came to the school in 1978 to conduct a study of the students in the culinary arts program. She wanted to determine if any differences existed in the educational experiences of the boys and girls. After observing the program, she concluded that the females in the classes were not being allowed to develop the same full range of competencies that the males were developing. If the items were too heavy, the boys lifted them, and if the work was too hard for the girls (according to them or to the instructor), they were sent to the salad table while the boys performed the hard work. Some of these actions were deliberate, but many of them were unconscious reactions to sex-role stereotyping. This discovery concerned the Director of Food Services who decided to try to change the situation. He enlisted the support of the Title IX Curriculum Evaluator to secure a grant to conduct an evaluation of the curriculum and to make sex-fair revisions.

## **Description**

### **OBJECTIVES**

The goal of the curriculum evaluation was to make the culinary arts program more sex-fair. Specific objectives included:

- Identifying areas of sex bias in the culinary arts curriculum;
- Devising a series of training sessions around sex-bias issues; and
- Producing a teacher's guide to address issues of sex bias in the culinary arts curriculum.

## CHARACTERISTICS

This program is aimed at culinary arts students from the ninth to the twelfth grades and at their instructors at Minuteman School.

## ACTIVITIES

The program developers adopted a three-pronged approach to devising strategies for overcoming sex-bias effects. They examined instructional materials, students' biases and self images, and shop management by instructors.

First the instructors examined the textbooks used in the department. They reviewed the materials to identify sex bias in any of the forms it takes in textbooks, such as linguistic bias, invisibility/exclusion, unreality, isolation/fragmentation, imbalance/selectivity, and stereotyping. They found that the major portions of the books dealing with food preparation skills and equipment description were sex neutral. However, in the sections dealing with job descriptions and career information, males dominate over females and minorities, the presentation is stereotypical, or women and minorities are omitted entirely. Other sections were also found to be racially and sexually biased.

Having determined the existence of sex bias, the staff developed strategies to counteract it. Since no other textbooks more sex-fair could be found, it was necessary to work out supplementary approaches. These included:

- Teaching students to identify examples of sex stereotyping in the texts using a form designed for that purpose;
- Having students review their texts for the number and variety of different occupations suggested for males and females;
- Presenting supplementary materials with positive examples of women in careers in the food service industry;
- Conducting class discussions on changing gender roles;
- Inviting guest speakers who serve as positive role models; and
- Contacting textbook publishers and requiring sex-fair revisions of materials.

The second aspect of the program was the survey of student attitudes to see if students differentiate on the basis of sex in the areas of orientation to culinary arts, workstyles, experience in the job market, awareness of current work and family roles, and projections for their own future employment. The instructors devised a survey questionnaire with a reading level appropriate to all students, which required little writing and could be completed in less than twenty minutes.

The instrument was administered to culinary arts students in grades 10 through 12 and postgraduate. All of the students (31 of the 53 enrolled males and 33 of the 36 enrolled females) filled out the survey form on the same day. The results of the survey generally confirmed instructors' impressions and were consistent with other studies on high school students. Males are more job oriented than females. Males also find the work harder than females, perhaps because the females exert less effort. Postgraduate women who appear more serious about the program found the work hard. Females take culinary arts to study "things they like," while males take the course to prepare for a job. More females than males thought they would have a hard time finding a job after graduation, but 65% of the males and most of the females indicated that the gender of their manager or chef made no difference to them. There was also an awareness by both males and females that females will work outside the home for significant periods of their adult lives. These results indicated a need for some changed emphasis in the culinary arts curriculum.

The third part of the program attacks sex bias in the shop management. Food service employees and students work under a great deal of job-related stress, and when adolescent identity and sexual awareness problems are added the pressure is greatly increased. Since production levels have to be maintained, the instructors decided to take the following affirmative actions to reduce stress:

1. Prepare females to cope effectively with the situation of entering a male dominated society.
2. Assist males to work more effectively with females as co-workers.

Some strategies for achieving more sex-fair learning include keeping a written log to ensure that all students perform all tasks with regularity while encouraging females to perform heavy work and deterring males from taking over heavy tasks. Whatever standards for student behavior that are set should be the same for both male and female students, and students should be encouraged to think of all other students as co-workers. A written checklist of sex fair behavior toward students is available to all instructors.

#### MATERIALS

Techniques for Eliminating Sex Discrimination from Vocational Education--An Instructor's Guide for Culinary Arts has been prepared. Most copies have been distributed, but individuals or agencies interested in acquiring the guide should contact Minuteman School about reproducing additional copies.

## OUTCOMES

The instructor's guide is being enthusiastically used by the culinary arts faculty. They have become so aware of sex bias that they are demanding textbook changes. There is a great deal of cooperation with the Title IX Coordinator to handle sexual harassment cases with tact and dispatch.

A five year evaluation plan for checking the elimination of sex bias in the curriculum is in progress.

## STAFFING

The overall responsibility for research and writing was handled by the Title IX Curriculum Evaluator and the graduate student researcher. The director and five faculty members of the culinary arts program also participated in the preparation of the instructor's guide. The Title IX Coordinator provided further assistance.

## FUTURE DIRECTION

Members of the Title IX staff are trying to obtain funding to produce an instructor's guide for every shop in Minuteman School.

## REPLICATION

This is the kind of project that graduate students would like as a research task. However, committed counselors and faculty members could make their own observations using Minuteman materials as examples and improve sex fairness in any curriculum. Funding levels would depend on salaries that might have to be paid for the research and on publication costs.

## Contact

Linda Upton or Beverly Lydiard  
Minuteman Regional Vocational Technical School  
Marrett Road  
Lexington, Massachusetts 02173  
617/861-6500

OR

Kathy Atkinson  
Sex Equity Coordinator  
Division of Occupational Education  
State Department of Education  
31 St. James Avenue  
Boston, Massachusetts 02116  
617/727-8140



# Achieving Sex Equity Through Students

## Program Summary

- Address:** Delta-Schoolcraft Intermediate School District  
810 N. Lincoln Road  
Escanaba, Michigan 49829  
906/786-9315
- Target Audience:** Secondary education students in both vocational and academic courses receive classroom guidance in sex equity.
- Occupational Area:** Courses are available in the eight vocational service areas.
- Description:** The goal of the program is to dispel myths about sex equity issues and to eliminate sex biases among the students. The project uses students to train students about sex equity. Staff select three junior/senior vocational education students for approximately every 300 hundred students from each county school affiliate in their district to study sex equity issues. These students, along with local advisors, gather at the school district office to attend a two-day conference conducted by the project staff to discuss legislation, cultural myths, and benefits of nontraditional careers. The groups also receive instruction and materials for presenting the information to their peers after they return to their schools. Project staff, students, and their advisors meet with local principals to arrange for the student trainers to instruct the sophomore class through regularly scheduled English courses.
- Outcomes:** Project staff prepared 44 junior and senior vocational education students and 14 counselors to return to their local areas to sensitize sophomores. In all, 1,100 sophomores and 55 teachers received sex-equity training. The faculty were more open to examining sex equity issues when presented by their students than they had been when instructed by professional development personnel.
- Funding:** The state of Michigan provided \$10,000 in Federal funds and the local intermediate school district added \$4,000 to fund the project in the 1979-80 school year. The State Department of Education has increased the funding to \$25,000 for the second year of work, enabling the staff to initiate a similar program in all six Career Education Planning districts in the upper peninsula of Michigan.

## Setting

The rustic town sits beside Lake Michigan surrounded by white birch. Escanaba, Michigan is the largest of seven boroughs in the southern upper peninsula where vacationers sun at the beach in the summer and hunt game in the fall. Scandinavians, Irish, English and Italians settled in the area to raise their families in the traditions of the old country. Life-styles reflect basic conservative attitudes.

The residents depend heavily on tourist trade for their income. Small motels and restaurants serve the travelers in even the most remote districts of the county. Hunting supply stores and fishing outlets are well supported. Yet, unemployment is high, particularly during the winter months when there are no tourists. A paper mill and a crane manufacturing plant provide additional means of support. But many of the young people must leave Escanaba to pursue careers of their choice -- particularly if those careers are nontraditional.

## History

Local school administrators want to provide the young people with nontraditional career choices, and are beginning to do so by helping them to identify and diminish sex stereotypes and sex biases. Early in 1979 the Michigan sex equity coordinator announced that the State Department of Education would provide funds to local school districts for sex equity projects. The vocational director for the Delta-Schoolcraft Intermediate School District charged his staff with developing an effective sex equity program for their students. His staff succeeded.

Achieving Sex Equity Through Students (ASETS) trains students to train their peers about sex fairness. Project staff and school officials select three junior or senior vocational education students and one advisor from each school in the district to study sex equity issues and to learn classroom presentation techniques. After the trainers return to their schools, they arrange through the principal to assume teaching responsibilities in sophomore classes for about three days. The upper-class trainers conduct sex equity workshops for the sophomores, discussing legislation, cultural myths, and benefits of nontraditional work. Student instructors report that their friends were confused about sex equity issues and reluctant to discuss them before the sensitivity training. Confusion was reduced and new ideas introduced.

## Description

### OBJECTIVES

The developers of the ASETS project were seeking an effective means of influencing students. They put their faith in the students themselves. The goals of the project are:

- To modify, revise and/or redesign existing career guidance materials to recruit students into nontraditional vocational programs;
- To train junior and senior vocational education students in sex equity issues and workshop procedures; and
- To train sophomore students through peer instruction in sex equity.

School personnel have been working on the first objective for years. The real challenges came with the other two goals.

### CHARACTERISTICS

The program focuses on high school students, particularly sophomores, at the seven schools in the district. Only a handful of juniors and seniors receive instruction, but the entire sophomore class, both vocational and academic, are sensitized to sex equity issues. These students have the opportunity to train in all vocational and academic service areas. Administrators encourage nontraditional training as long as the students show an interest in it and are aware of what will be expected of them during that training.

### ACTIVITIES

To achieve sex equity through students, project staff need to select personable, intelligent juniors and seniors with a curiosity about sex fairness. These future trainers must be actively involved in a vocational education club where they have shown success in planning events and speaking before groups. In addition, to maintain continuity from year to year, at least one trainer must be a junior who is willing to serve on another team as a senior.

Once three students are selected from each school, a coordinator of local activities, a "significant other," is sought. ASETS staff work with the students to find a teacher or counselor whom they trust and enjoy. Once this selection is agreed upon, the "significant other" might remain as coordinator for many years. Through all of this process, the school principal is consulted and, of course, must approve the selections. ASETS staff work closest with the coordinator since the students selected her or him as the one they feel most comfortable with.

The four team members from the seven schools gather in Escanaba to study sex equity and to discuss methods of presentation. Sex equity personnel from the State Department of Education conduct much of the meeting with input from ASETS staff. Although the high school advisors receive the same training as the students, they will only advise, not instruct. Within a short time, the students return to their schools to assume teaching responsibilities.

Because most sophomore students are enrolled in English courses, the trainers take three consecutive days in those classes to pass along the sex equity information they have learned. Usually the workshop takes place just before sophomores schedule classes for the next year. Non-traditional options are fresh in their minds. The trainers give a pre-test, discussion, activities and a post-test to see what information was added and whether attitudes changed. Most facilitators found that the participants lacked information but were receptive to new ideas.

After the trainers are finished with their classes, they report back to ASETS staff to provide the results of the workshop and to recommend changes for the next year. Project staff attempt to follow up on sophomores who later enroll in nontraditional courses to see what effect the workshop had on their decisions.

#### MATERIALS

ASETS staff collect and continue to modify materials for a training manual filled with activities and information for the student trainers to use in their workshops. The notebook contains information about sex equity issues such as legislation and women in the work force. It also provides activity instructions with handout pages for helping the trainers to illustrate the career decision-making process. A collection of good materials is an important aid for the trainers if they are to succeed with their sophomore subjects.

Outside agencies can obtain reproductions of the manual as well as relevant project reports for the cost of xeroxing (approximately \$12.00). The staff will discuss their work over the telephone and also will travel throughout the country to share personally their experiences. Requesting organizations must pay travel expenses.

#### OUTCOMES

During the 1979-80 school year, project staff along with Michigan's Office for Occupational Opportunity staff prepared 44 junior and senior vocational students and 14 counselors to return to their local areas and sensitize sophomores. In total, 1,100 sophomores and 55 teachers received sex equity training. The student trainers reported that most sophomores were opposed to nontraditional careers but were willing to discuss the option. Attitudes changed over time. For example, one young man who is interested in medicine and who rejected the idea of a nursing career subsequently entered the field. In addition, praise for the workshops spread throughout the schools resulting in requests for additional presentations in junior and senior classes.



An unexpected result of the ASETS work is the effect classroom training had on the teachers. Generally, the faculty were more open to examining sex equity issues when presented by their students than they had been when instructed by state department personnel. One trainer said that most teachers were surprised by the statistics about working women and were willing to discuss such issues with the groups. Another trainer pitted teacher against teacher to generate discussion. A third trainer, when confronted by a faculty member who was hostile to sex equity, explained that she was not forcing anyone into a nontraditional role. She was providing information. Her controlled approach calmed the teacher's fears, enabling more objective participation in discussions.

#### STAFFING

To conduct a workshop for 1,100 students in nine months normally would require a large staff and a generous budget. But the organizational design of ASETS creates efficient use of free resources, students. Last year, 44 trainers and 14 advisors provided services free of charge. Two administrative assistants direct the project on a part-time basis from the district office. A secretary is available for assistance during office hours. These three persons coordinate activities, collect and modify materials, and evaluate the student seminars through follow-up work.

Personnel from outside the school district also serve the project. State staff were involved in the student training during the first year of the project. An advisory committee, comprised of local nontraditional workers, advise project staff, analyze and participate in the initial student training, and again assist the trainers with the sophomore workshops.

#### FUTURE DIRECTION

Administrators from the Michigan State Department of Education found the ASETS work to be so effective that they have increased funding to \$25,000 for the 1980-81 school year and have proposed similar funding for 1981-82. Project staff will develop their work in all six Career Education Planning districts in the upper peninsula instead of the Delta-Schoolcraft district only. In addition, secondary teachers will be sensitized before the student trainers instruct the sophomore class. In years to come, the project director would like to have the trainers sensitize their parents through local PTA/PTO/PTC meetings.

#### REPLICATION

A willingness to trust students is absolutely necessary for this program. The junior and senior trainers initiate the attitude changes in the larger sophomore audience. Project staff must accept the opinion that students can influence students -- that sex equity can be achieved through students.

The Delta-Schoolcraft Intermediate School District obtained \$10,000 in Federal funding from the Michigan State Department of Education. The local district added \$4,000 to the project. This money provided salaries, meeting space, and duplication expenses.

### Contact

Bonnie Hansen Groh, Project Director  
Delta-Schoolcraft ISD  
810 N. Lincoln Road  
Escanaba, Michigan 49829  
906/786-9315

OR

Dr. Sara Ann Lincoln  
Vocational Education Sex Equity Coordinator  
Michigan Department of Education  
P. O. Box 30009  
Lansing, Michigan 48909  
517/373-3370

### person ~~man~~ Superman in the Home:



**Delta Schoolcraft I.S.D.**

*Escanaba, Michigan 49829*

## Expanded Career Choices

### Program Summary

- Address:** Austin Area Vocational Technical Institute  
1900 8th Avenue, N.W.  
Austin, Minnesota 55912  
507/433-0600
- Target Audience:** Expanded Career Choices (ECC) serves women reentering the work force, people interested in nontraditional careers, single parents, and displaced homemakers.
- Occupational Area:** Professional career counseling helps participants develop a viable career plan. Vocational education courses are available at the host organization in the eight service areas.
- Description:** Expanded Career Choices helps participants to plan their career futures effectively. The class centers on self-realization and its relation to job selection and satisfaction. Clients participate in a number of exercises on values clarification, temperaments, assertiveness, and communication. Participants learn what jobs they like the best, how adept they are at that work, and how to get the jobs they choose. Nontraditional occupations are stressed, since incomes from them are higher and training, many times, is readily available.
- Outcomes:** For one year beginning April 1979, 80 women enrolled in the program. Upon completion, 18 entered college, 34 plan to enroll, 18 found employment, 6 are not seeking work, and 4 are still searching for jobs. Counselors have contacted all participants and have given additional service to many of the women. Clients praise their experience with ECC, citing self-evaluation and job searching skills to have been most beneficial. In year two, 43 more women and men are working together in ECC courses.
- Funding:** The program was planned and field tested in 1978-79, with regular classes beginning in the middle of 1979. Most funding is provided by the State Department of Adult Vocational Education. Twenty-five percent of the funding comes through the sex equity coordinator at the State Department of Education. The staff currently has \$25,000 to run the program.

## **Setting**

Vast, flat farmland filled with wheat, oats, and grazing cattle provides the major means of income in southern Minnesota. Forty thousand farmers work the fields around Austin, located close to the Iowa border. Another 25,000 live in the city where a meat packing plant and two post-secondary schools employ many of the residents. Mexicans, Spanish and Vietnamese have joined the midwesterners whose families have been in the area for generations.

Austin Area Vocational Technical Institute (AAVTI) serves not only Minnesota but South Dakota, Iowa and Wisconsin as well. Presently, 620 students train in 16 vocational programs, including auto body repair, banking and finance, practical nursing, and farm equipment diesel mechanics. The curriculum stresses "hands-on" learning experiences tempered with classroom analysis. Support services such as pre-vocational assistance, vocational planning, and academic instruction help students to succeed. Extra curricular sports and programs add to the students' well-rounded education.

## **History**

Women reentering the work force after years of household responsibilities can face what seems to be insurmountable problems. Minnesota's sex equity coordinator has established several programs to help those women overcome their anxieties and to increase their employment prospects. One program at AAVTI, which began as a small counseling venture, today is a 40-hour counseling course that helps scores of women and men each year.

Expanded Career Choices (ECC) helps participants to plan their career futures effectively. The class centers on self-realization and its relation to job selection and satisfaction. Clients participate in a number of exercises on values clarification, temperaments, assertiveness, and communication. Individuals learn what jobs they like the best, how adept they are at that work, and how to get the jobs they choose. Nontraditional occupations are stressed since incomes from them are higher and training, many times, is readily available.

## **Description**

### **OBJECTIVES**

The ultimate goal of ECC is for each participant to develop a viable career plan. The intermediate objectives leading to this goal are:

- Clients evaluate their personalities, families, skills, finances, and desired locations;



- They explore the job market to see what positions are available; and
- They learn to write effective resumes and to sell themselves in interviews.

## CHARACTERISTICS

Expanded Career Choices serves women reentering the work force, people interested in nontraditional careers, single parents, and displaced homemakers. The course counseling can lead to immediate employment, to training at AAVTI, to instruction at Austin Community College, or to enrollment in another postsecondary institution in Minnesota. The vocational courses available for study include the eight service areas. Professional training at the college is limited to freshman and sophomore courses, leading to upperclass instruction elsewhere.

## ACTIVITIES

Individualized attention from a professional counselor is a major reason for the program's success. Each class is limited to 10 participants who meet for eight weeks, two days a week, two-and-a-half hours a session. Classes, which are available in afternoons and evenings, help the participants to understand themselves and the world around them more realistically. Individual and group counseling, testing, literature, and peer therapy assist clients in examining their lives and personalities. Speakers, company tours, and classroom exercises provide a realistic view of the midwestern work force and job opportunities. Matching personal needs and aptitudes with job requirements results in effective career planning.

Self-awareness begins with evaluating one's self-image. Many women in the classes, particularly the displaced homemakers, view themselves in low esteem. They learn, however, that even though their lives may be in turmoil, they did not totally create their current problems. On the contrary, usually they did a great deal to help themselves and their children. They learn to take pride in their past accomplishments and to improve on their abilities to handle future problems. The clients train in assertiveness, communication skills, stress management, and temperaments.

Later in the course, the class members discuss jobs that are available and the specific requirements, benefits, and disadvantages of each. Members of the class tour factories and talk with employees and supervisors. Clients discuss the benefits of nontraditional work and how to overcome problems that can accompany it. Nontraditional workers visit their classes to help dissolve fears about women working in traditionally male worlds and men working in traditionally female worlds. At the conclusion of this process, the counselor helps the participants make rational, pragmatic career choices.

Finding jobs to match those choices can be a laborious process if one is not skilled in job searching. The ECC counselor trains the participants in résumé writing, effective interviewing, and systematic, persistent searching. Even though some complete the course without finding employment, job searching advice is available to graduates at any time. Even the personal and career counseling, which the participants receive during the course, is provided to completers.

In order to gather statistics and to evaluate program success, ECC clients are contacted at three- six- and 12-month intervals after finishing the course by ECC staff. When they find women who need more help, the counselors either give personal assistance or refer the clients to appropriate agencies.

#### MATERIALS

The counselor has gathered information and awareness exercises to help the participants achieve the four workshop goals: to evaluate oneself, to explore the job market, to make a career decision, and to learn job hunting techniques. These materials cover self image, assertiveness, communication skills, stress management, goal setting, employment inventory, nontraditional occupations, job availability, decision making, résumé writing, interviewing, and job searching. Outside agencies can obtain reproductions of the ECC manual as well as relevant project reports from the Minnesota Curriculum Services Center, 3544 White Bear Avenue, White Bear Lake, Minnesota 55110; 800/652-9024. The manual costs \$4.25.

#### OUTCOMES

In the first year, beginning April 1979, 80 women enrolled in the program. Upon completion, 18 entered college, 34 more plan to enroll, 18 found employment, 6 are not seeking work, and 4 are still searching for jobs. Counselors have contacted all participants and have given additional service to many of them. Clients praise their experience with ECC, citing self-evaluation and job searching skills to have been most beneficial. Presently, 43 more women and men are working together in ECC courses.

#### STAFFING

One full-time counselor conducts the program course and coordinates all activities. However, AAVTI staff assist with planning, funding, and community involvement. An advisory council comprised of various community leaders meets regularly to recommend curriculum changes, job hunting leads, and funding sources.

#### FUTURE DIRECTION

Recently, similar Expanded Career Choices programs have been initiated at two other southern Minnesota technical institutes -- Faribault and

Albert Lea. The new programs are patterned after Austin's project. All three counseling leaders are seeking more community involvement with the women and are encouraging men who can benefit from the course to join.

#### REPLICATION

One criterion is imperative for the success of a similar program. The coordinator for the project, the person who conducts the course, must have a strong background in counseling. ECC's group leader holds a master's degree in counseling, had more than two years of experience in the field before starting, plus worked six years as a home economist. One person can operate the program as long as it is housed at a setting where personnel are willing to provide support services.

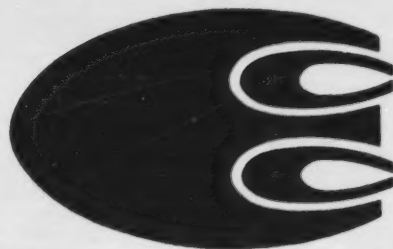
Expanded Career Choices was planned and field tested in 1978-79 with regular classes beginning in the middle of 1979. Most funding is provided by the State Department of Adult Vocational Education. Twenty-five percent of the funding comes through the sex equity coordinator at the State Department of Education. Staff currently has \$25,000 to run the program.

#### Contact

Maryann Espe, Counselor Coordinator  
Austin Area Vocational Technical Institute  
1900 8th Avenue, N.W.  
Austin, Minnesota 55912  
507/433-0600

OR

State Coordinator for Expanded Career Choices  
in Vocational Education  
State Department of Education  
Capitol Square Building  
St. Paul, Minnesota 55101  
612/296-1866



**EXPANDED  
CAREER  
CHOICES...**

## **An Outreach Program to Involve Rural Women in Technical Education**

### **Program Summary**

**Address:** Women's Outreach Program  
Linn Technical College  
Linn, Missouri 65051  
314/897-3603

**Target Audience:** Rural postsecondary women, high school students and counselors.

**Occupational Area:** Trades and Industry.

**Description:** This project was designed to increase women's awareness of and enrollment in technical education programs at Linn Technical College. The project staff conducted an aggressive recruitment program through high schools and social service agencies. In successive years of funding a number of additional activities, including a women's support group, a nontraditional women's day, and a resource directory of women in nontraditional positions, were established.

**Outcomes:** Because of the Women's Outreach Program, student enrollment has increased from 17 women in 1977 to 56 women in 1980. The 42 high schools visited in 1978-79 resulted in the submission of 500 interest cards from students. In 1979-80, 55 high schools were visited and 1300 cards were collected. While 50 names and addresses of women working in nontraditional fields appeared in the 1978-79 directory, 125 appeared in the 1979-80 directory. During the 1978-79 project year, 120 females attended the two nontraditional women's day recruitment sessions held on campus. The same number attended the one workshop held in 1979-80.

**Funding:** Monies for the first two years, 1978-79 (\$14,845), 1979-80 (\$26,306), were provided by the Office of Manpower Planning, from the Comprehensive Employment and Training Act (CETA) Governor's Special Grant section. During the 1980-81 year, funding was obtained through the Department of Elementary and Secondary Education, Vocational Division in the amount of \$33,318.



## Setting

Linn Technical College is located in Linn, Missouri, the county seat of Osage County, an area of 389,120 acres. Nearly 11,000 people live in the county, with almost an equal number of males and females. Although the median age is 29 years, slightly over half the population is either under age 18 or over age 65. Approximately 32% of the county population live in one of seven cities, with the remaining 68% residing outside of any incorporated city. Linn, with a population of 1,289 is the largest city in the county.

Major industries in Osage County are agriculture, especially livestock and poultry farms, forestry, and retail and wholesale trades. Unemployment in this typical Ozark area is about 8%, but over 15% of the population live below the poverty level.

## History

Linn Technical College enrolled students for the first time in September 1961. The student body profile has remained remarkably homogeneous since that time: middle class males averaging 19 years of age. Few women have enrolled in any of the school's eight divisions. In 1977, only 22 women were full-time students. But Federal legislation and the recent emphasis on the rights of women initiated a renewed interest in attracting women to technical fields. Research done in 1977 revealed that the situation was not unique to Linn Technical College. Conversations with other Missouri junior colleges and trade and technical schools revealed that all schools were experiencing the same problems. Technical fields were simply not attracting women. Faced with low female enrollment and the understanding that the responsibility for attracting women to nontraditional education is the task of vocational educators, the college attempted to strengthen its recruiting program for females.

But the intensified recruiting program for women had little effect on female enrollment, and other institutions showed the same history of failure. Clearly the problem was not going to be solved by cosmetic solutions or cursory programs. The barriers to attracting women to nontraditional education are deep seated and involve perceptions and societal attitudes. What was needed was an aggressive information program for women.

In late Fall of 1978, Linn Technical College applied for and received a governor's special grant for An Outreach Program to Attract Disadvantaged Rural Women in Technical Education Fields. Funded through the Office of Manpower Planning, the project was designed to encourage and inform women about opportunities in technical careers, thereby

increasing the numbers of female students attending Linn Technical College. The target group was women between the ages of 18 and 55 who lack employable skills.

The second year of the project was also funded by the Office of Manpower Planning. Visits were made to all 32 high schools, five area vocational schools, and speeches were also given at 23 other schools by request. In addition, two workshops were held on campus in April 1979 to orient women to various career fields. Women speakers in nontraditional fields, a campus tour, a complimentary lunch, a t-shirt, and student presentations highlighted the workshops. In 1980 one workshop was held on campus for women interested in careers traditionally held by men. An inservice workshop on sex bias was developed and presented for the Linn Technical College staff.

Project funding for the third year (1980-81) was obtained from the Missouri Department of Elementary and Secondary Education, Vocational Division. Although the outreach program proposal served essentially the same target groups as the two previous years, the project was expanded by two counties and an additional target group, that of reentry workers (those females over the age of 21 who have left the educational system without the employment skills necessary for survival and who may be serving as heads of households).

## **Description**

### **OBJECTIVES**

The overall project goal is to provide all target group women in the eleven county area with high credibility data concerning opportunities in nontraditional education utilizing personal contact and media methods. However, this is considered to be an ultimate achievement and not entirely attainable. A set of more specific and more attainable goals includes:

- Delivering information concerning nontraditional education to all junior and senior high school students and high school counselors in the eleven county area;
- Disseminating information concerning nontraditional education to social service agencies in the eleven county area;
- Responding to organizations outside of the eleven county area requesting presentations and information concerning nontraditional education; and
- Developing and implementing a support system for female students at Linn Technical College.

## CHARACTERISTICS

Eight programs leading to associate degrees are offered at Linn Technical College. All are open to interested females, and include accounting, air conditioning and refrigeration, auto body repair, auto mechanics, aviation technology, design/drafting, electronics technology, and machine tool. A heavy equipment operators program is offered on a twelve month certificate degree basis.

## ACTIVITIES

The Women's Outreach Program accomplished a variety of activities. Eight counties in mid-Missouri were the selected target area. All 32 high schools in the target area were visited twice, and 10 other schools requested a visit. The first visit was an orientation-career speech directed to young women to increase their awareness of technical fields and nontraditional jobs. The second visit was concerned with individual career counseling. Several social service agencies in the eight county area were visited to explain about the Women's Outreach Program. These included eight Division of Family Services offices, eight Human Development Corporation offices, and three Employment Security offices.

During the first year of the Women's Outreach Program, the present women students on campus met with the women's director to discuss problems and to suggest ways to support each other. Women students assisted at the April workshops and served as "Big Sisters" during the summers of 1979 and 1980. They wrote letters and met the women the first week of school to help alleviate many of the critical problems faced by women at a predominately male college. Today's Non-Traditional Women (TNT) was organized in 1980 for monthly meetings and support, service, and social activities.

Linn Technical College demonstrated its commitment to the Women's Outreach Program by establishing the Women's Incentive Grant. This institutional grant is available for any woman who ranks in the upper 40% of her graduating class and may be worth from \$100 to full tuition waiver. Several women received this financial assistance during the first and second years of the project. It is available for future years.

All institutional recruiting material, course titles, and descriptions were reviewed for sex bias or sexual stereotyping. A brochure, Goodbye Glass Slipper, was written to emphasize opportunities for women in technical areas. The brochure was reprinted by the State Department of Education for statewide distribution in 1980.

A list of women working in nontraditional careers in Missouri has been developed with over 125 names as resources. A library of non-traditional material has been funded and established for research and resource purposes. "Pumpkins and Possibilities: A Primer" was developed regarding recruiting strategies for nontraditional programs.

## MATERIALS

The following list of sex-fair materials are designed for all aspects of program operation.

- Goodbye Glass Slipper, a colorful brochure describing and emphasizing the opportunities for women in technical careers. It is available by request in the State of Missouri (free) on a limited basis, through the Women's Outreach Program, Linn Technical College, Linn, Missouri 65051. Outside the state the cost is \$.25 each.
- Pumpkins and Possibilities: A Primer, a research paper that outlines strategies and activities designed to help other organizations interested in recruiting women in nontraditional areas. Copies are available from the Women's Outreach Program for \$5.00.
- A Directory of Missouri Women in Non-Traditional Jobs will be completed later this year. This book lists Missouri women who are working in nontraditional careers and may be utilized as role models and resources.
- The Women's Outreach Program brochure describes the activities, goals, and services of the Women's Outreach Program at Linn Technical College.
- A new promotional brochure will describe opportunities for women in nontraditional fields in a colorful and unique way. It will be available after April 1, 1981.
- A pamphlet designed to provide information for parents about nontraditional career opportunities will be available after May 1, 1981.
- A poster will be developed to draw attention to women's career opportunities and will be available by April 1, 1981.
- Little Bo Peep Presents the Outreach Speech scripts describe the classroom presentations given by the Women's Outreach Staff and outlines the purposes, visual aids, and rationale for the speeches. Available upon request through the Women's Outreach Program.

## OUTCOMES

As a result of the Women's Outreach Program at Linn Technical College, student enrollment has increased from 22 women in 1977 to 56 women in 1980. Female graduates numbered 9 in 1978, 6 in 1979, and 12 in 1980. Many of the women contacted through the project activities will be attending colleges other than Linn and enrolling in nontraditional fields.



The 42 high schools visited in 1978-79 resulted in the submission of 500 interest cards from students. In 1979-80, 55 high schools were visited and 1300 cards were collected.

Fifty names and addresses of nontraditional working women appeared in the 1978-79 directory, while 125 appeared in the 1979-80 directory.

During the 1978-79 project year, 120 females attended the two nontraditional women's day recruitment sessions held on campus. The same number attended the one workshop held in 1979-80.

#### STAFFING

Staff consists of full-time project director and assistant director and a half-time project secretary. The project does not have a separate advisory committee. Rather, it utilizes the 28-member advisory council for Linn Technical College. Two of its members (in accounting and drafting) are women. The executive council of Today's Non-Traditional Women (TNT) is also serving the project in an advisory capacity.

#### FUTURE DIRECTION

Program staff are considering broadening their support group activities to include males, encouraging them to become more supportive of their female colleagues in work and training situations. Interest has been expressed for exploring Outward Bound type programs for women attending Linn Technical College.

#### REPLICATION

The Office of Manpower Planning, through the Comprehensive Employment and Training Act (CETA) Governor's Special Grant section, provided money for both 1978-79 and 1979-80.

The \$14,845 for 1978-79 covered one half of the project director's salary and fringe benefits, \$2,800 of travel, and \$4,380 of postage, telephone, advertising and publication costs.

The 1979-80 amount of \$26,306 included one half of the project director's salary and the entire assistant director's salary, plus an increase in travel and office supplies (including a small resource library).

During the 1980-81 year, funding was obtained through the Department of Elementary and Secondary Education, Vocational Division in the amount of \$33,318. This includes all of 1979-80 budget plus a half-time project secretary and nontraditional women's day travel and speakers.

In addition to adequate funding, the project staff has identified several key success factors. Those wanting to replicate the program should consider:

- Support group activities for women that encourage women to air their problems and dissatisfactions and gain new perspectives on them.
- The importance of including training instructors and supervisors early in the program so that they can successfully teach female students.
- The dual approach to outreach used to recruit both high school graduates and reentry women.
- The offering of incentive tuition grants to women who rank in the upper 40% of their high school class.
- The commitment of program administrators to achieve sex equity.

### Contact

Karen Buckman, Women's Outreach Director  
Linn Technical College  
Linn, Missouri 65051  
314/897-3603

OR

Director of Special Vocational Services  
Department of Elementary and Secondary Education  
P. O. Box 480  
Jefferson City, Missouri 65102  
314/751-3872



# The Elimination of Sex Bias in Counseling, Scheduling and Enrollment of Southeast Community College—Lincoln Campus

## Program Summary

- Address:** Southeast Community College, Lincoln Campus  
8800 O Street  
Lincoln, Nebraska 68520  
402/471-3333
- Target Audience:** Present and prospective postsecondary students; college faculty and staff members; nontraditional students.
- Occupational Area:** All vocational areas.
- Description:** The overall goal of this project was to eliminate sex bias and reduce sex-role stereotyping in all aspects of admissions, scheduling, and counseling of students in a postsecondary vocational/technical school. A four-pronged approach was taken: 1) specific long range objectives relating to equity were adopted by the campus Management Council; 2) guidelines intended to eliminate sex bias were established for use by faculty and staff; 3) inservice activities were conducted to increase awareness of sex bias; and 4) support services (e.g., a nontraditional student advocate and a resource directory of nontraditional workers) were put into place.
- Outcomes:** The development of the sex equity goal statements and the Management Council's approval of such was a major accomplishment. All brochures and flyers related to student recruitment and counseling were reviewed and revised as necessary to eliminate sex bias. Although evidence does not support a dramatic change in faculty members' attitudes over the 11 month duration of the project, the data does support the idea that the people who were involved in the inservice program found it beneficial. Three types of services or products were developed to serve the non-traditional student: a resource directory of nontraditional workers in the Lincoln area, six community workshops for non-traditional students, and a student advocate for nontraditional students who are enrolled or wish to enroll at SECC-Lincoln.
- Funding:** A grant of \$8,618, encumbered from Subpart 3 of Title II of the Education Amendments of 1976 and a local contribution of \$9,688 from Southeast Community College enabled this project to be carried forth. Federal funding covered an 11-month period beginning November 1, 1978, and ending on September 30, 1979.

## **Setting**

One of four campuses in southeast Nebraska, the Lincoln campus of Southeast Community College is located on a hilly tract of farmland at the edge of the city. A commuter school, the Lincoln campus offers vocational/technical training in the areas of business, health, home economics, trade and industrial, and diversified occupations. Since moving into their new energy efficient facility in 1979, overall enrollments from the 15-county service area have increased significantly, particularly among part-time students over the age of twenty-three and full-time students who are recent high school graduates.

## **History**

Inviting facilities aside, a program can only be as effective as the people who run it. An awareness of equity issues and a commitment to working together toward productive organizational change has always existed at Southeast. Accordingly, the Lincoln campus director encourages staff members to work toward change surely and systematically.

The project described herein is a good example of systematic planning for change, as the central approach used throughout the project was one of nurtured growth toward that change. Cognizant of the manner in which productive change occurs, the director of student services was encouraged to prepare the project proposal. That proposal emphasized the development efforts that would ensure a bias-free career choice to all students on campus regardless of their sex. Secondly, an effort was made to plan a project that would not end with the funding, but become an integral part of the philosophy and actions of the college. Once the project was funded, all project activities were pilot tested with the staff of student services.

## **Description**

### **OBJECTIVES**

The project was established to provide a mechanism for ensuring that admission, scheduling, counseling, placement policies, and practices were free of sex bias. Since the college uses a teacher advisor system, which involves most staff members with counseling and scheduling, this project sought to inform each member about sex bias in order that they might recognize and work to eliminate it. A secondary purpose was to provide support services for those students identified as nontraditional. Through fulfillment of the objectives of this project, the college intended to make certain that students had the opportunity to make career and educational choices free from limits, which may have been imposed on them because of their gender.



Because project coordinators believed that communication with a variety of groups might move the college more effectively toward the goal of no bias or stereotyping, the various objectives included in the project were intended to reach diverse audiences. The four objectives were:

- To evaluate the general philosophy and overall educational strategies of the college and make sure ensuing changes and additions are appropriate to the reduction of sex bias and stereotyping.
- To construct and adopt procedural guidelines that eliminate bias and stereotyping in recruitment, admissions, registration, and counseling routines.
- To provide inservice training to faculty and staff in order to increase their awareness of and help them develop improved skills in providing bias-free career and educational guidance.
- To design and implement activities to serve as special support to students in nontraditional fields of study.

#### CHARACTERISTICS

The project's first efforts were directed at Southeast Community College's faculty and staff, with the purpose of awakening them to sex-fair counseling and enrollment practices. Present and prospective post-secondary students were encouraged to enroll in nontraditional programs.

#### ACTIVITIES

The project's first objective, the evaluation of the general philosophy and overall educational strategies of the college, utilized both a faculty and a community advisory council and the college's Management Council, which is comprised of the campus director, department chairpersons, business manager, plant supervisor, and learning resource center coordinator. Through brainstorming sessions with the two advisory committees and the Management Council, a statement of goals was developed and adopted. After discussion, a final group of objectives concerning sex equity was approved and entered into the college's long range plan.

The project's second objective was to construct and adopt procedural guidelines eliminating sex bias and stereotyping in recruitment, admissions, registration and counseling routines. But this changed on the advice of both advisory committees, reasoning that until staff were able to recognize bias in materials, they would not be able to identify bias in behaviors. A review of existing materials determined that the book, Guidelines for Sex-Fair Vocational Education Materials, developed by Women on Words and Images, was closest to being what was needed. The project staff simplified this publication's format, developed a short checklist for use with the revised guidelines, and printed it for in-house use.

The approach to inservice staff development was described in the final report as "soft sell." Since vocational educators are uneasy, if not suspicious, about change, the project coordinator decided to tailor departmental inservice activities according to the relative amount of discomfort she perceived within a department.

Project staff developed a general plan for inservice awareness activities, which was reviewed by both advisory committees. Sessions were delivered by department and, as much as possible, designed to fit each department's individual needs. Awareness sessions of varying length, forty-five minutes to two hours, and depth were conducted with staff from each of seven departments--adult education, business, health occupations, home economics, related studies, student services, and trade and industry.

The inservice delivered to the Student Services Department was the most detailed and involved all Student Services staff. The greatest effort was put into this session because a large proportion of recruitment, advising and counseling takes part in this department. The Student Services staff was divided into two groups, and each group attended a two hour session. Members of the faculty and community advisory committees were also invited to these sessions.

Various approaches were used to explore activities that would encourage or support student enrollment in areas not traditional for their sex. The activities included a community discussion series, the establishment of a nontraditional student advocate, and a resource directory of nontraditional workers.

In cooperation with the adult education coordinator, a series of three, two-hour community discussion sessions was developed dealing with sex equity, nontraditional work, and family roles. The series used different group leaders for each topic and was free of charge. To maximize program visibility, flyers were posted in public places, press releases given to local newspapers, and a special section was included in the adult education mailer.

To provide additional support to students enrolled in nontraditional programs, a counselor familiar with several nontraditional occupations was designated as the nontraditional student advocate. As a counselor, she has an outstanding rapport with students and a high creditability with the teaching staff. According to the records, students did not contact her simply because she was the student advocate, but also because she was a good counselor.

The third and final activity of the support services system was the development of Resource Directory of Non-Traditional Workers. The directory was designed to help teachers find role models of both sexes willing to share their work experiences with high school students in the 15-county service area and students enrolled at each of the three Southeast Community College campuses. Locating individuals employed in

nontraditional positions was a time consuming task. It involved sending letters of inquiry to employers in the 15-county region (approximately 800 letters). These were followed by letters of request to each individual whose name came from an employer (125 individuals were contacted). Thank you letters went to all who responded positively (74 individuals).

Verbal response from those who received the directory has been positive. If written feedback confirms this trend, the service will be updated and maintained through the Student Services Department.

#### MATERIALS

Copies of Resource Directory of Non-Traditional Workers were distributed to all state sex equity coordinators. In addition, copies of the directory, revised guidelines for sex-fair vocational education materials, and the project final report can be obtained for the cost of duplicating from the Nebraska Research Coordinating Unit, 300 W. Nebraska Hall, University of Nebraska, Lincoln, Nebraska 68588.

#### OUTCOMES

The project was successful -- it met its stated objectives. As the Sex Equity Project progressed, awareness and concern for equity began to grow throughout the campus. The project's life was 11 months. During that time attitudes of staff members progressed from caution and mild amusement to acceptance and concern. While nearly impossible to document, project staff felt the change during daily contact with individuals from all areas of the college. Counseling and admission procedures are now free of bias, staff members are more aware of sex stereotyping, and plans have been approved for addressing the issue of equity.

#### STAFFING

A project director, coordinator, and a student advocate comprised the regular staff. The faculty and community advisory committees provided additional assistance.

#### FUTURE DIRECTION

To keep the new concern and awareness alive and growing, further efforts must be initiated and maintained. Outside funding to provide incentive for dealing with issues of equity is essential, but must always be recognized as only start-up funds. If the cause of eliminating sex bias and sex role stereotyping is of enough importance to initiate efforts with outside funds, it is important enough to maintain the effort with local funds and energy when incentive funds are gone. Therefore, when SCC-Lincoln's project proposal was developed, some of its activities were directed at long-term usefulness.

This project should only be viewed as a beginning. As an awareness of sex bias was spread, especially through the various discipline areas, many individuals expressed a strong need for more specific help. They knew what bias looked like but had no tools to deal with bias once it was recognized. Specific materials and techniques need to be identified and/or developed that can be used with vocational instructors to 1) reinforce the sex-fair behaviors and teaching techniques that already exist; 2) show innovative approaches for using biased materials; 3) demonstrate techniques for dealing with students' biases and biased behaviors; and 4) pinpoint specific teaching behaviors that promote bias and sex role stereotyping.

#### REPLICATION

Approximately \$8,600 of this project was funded under Subpart 3 of Title II of the Education Amendments of 1976. Southeast Community College provided the remaining \$9,700.

The following recommendations flow from the project and the experiences of the staff and faculty during that project and should prove useful to anyone wishing to replicate the project. In the first place, administrator support and communication are essential. Without the commitment and support of the Management Council, staff members feel the project would have been doomed to failure.

When dealing with a sensitive issue, such as sex bias, project staff should be chosen from already established college staff. Many hours and contacts are spent building a sense of trust. In a project with only a half-time coordinator working for 11 months, a substantial amount of time must be spent on facilitating activities rather than the actual stated project activities.

Because attendance at community-oriented workshops was so low, the activity was not cost effective. Therefore any potential project should try to develop another method of involving the community and getting it to support and encourage nontraditional students.

It also appears that more time and effort needs to go into the utilization of the student advocate as a service for students. Perhaps the advocate's availability and credibility should be made better known, and the services of the advocate may need to be provided where students are pursuing nontraditional programs, rather than asking them to come to the student services area.

Finally, after the conclusion of the funded project, some concrete plans should be made for a person to manage continuing activities related to the project. The long range plan calls for a person who will serve as an advocate if not process manager to see that they are accomplished. This need not be a new staff member, but should be a committed individual who is willing to take the responsibility for managing and promoting sex equity as part of the job.



## Contact

Gerald D. Gruber  
Southeast Community College, Lincoln Campus  
8800 O Street  
Lincoln, Nebraska 68520  
402/471-3333

OR

Marge Hatheway  
Director, Equal Vocational Opportunity  
State Department of Education  
301 Centennial Mall South  
Lincoln, Nebraska 68509  
402/471-2441

## Guidelines



# Clark County Community College Displaced Homemaker Center

## Program Summary

- Address:** Clark County Community College  
3200 East Cheyenne Avenue, Room 2204  
North Las Vegas, Nevada 89030  
702/643-6060
- Target Audience:** Displaced homemakers.
- Occupational Area:** Information and support services.
- Description:** The Center focuses on providing needed services to displaced homemakers in Clark County with its major city of Las Vegas. The Center utilizes a unique referral system, which provides staff with comprehensive up-to-date information on available community resources. Individual counseling and support groups are provided to displaced homemakers. The Center staff also conducts a twenty-hour, one credit job readiness mini-course through the Community College. Additional one-day conferences on special topics are also sponsored by the Center.
- Outcomes:** In less than a full year of operation, the Center has had contacts with over 1,000 women and several men. Over half of these have sought information and referral. Six major workshops have been sponsored and the job readiness course has been given four times.
- Funding:** Original funding for the Center is provided by a \$38,950 special grant from the Nevada legislature, administered through the State Department of Education. Two supplementary Vocational Education Subpart II grants of \$10,250 and \$4,762 have provided additional funds to carry out the job readiness mini-course.

## **Setting**

A small suite of offices is the setting for the Clark County Community College Displaced Homemaker Center in North Las Vegas. Clark County, with its major metropolitan area of the City of Las Vegas, has the largest population of any county in Nevada. The area's economy is dependent on the gambling industry. Many of the available jobs are low-paid positions in local hotels and casinos. Partly because of the seasonal nature of the gambling industry, a relatively high unemployment rate exists at times. About 15% of the state's population is comprised of minorities. Nevada, as a whole, has one of the highest divorce rates in the nation. Clark County Community College is attempting to provide a wide variety of educational and other services to meet the needs of the county's residents. The Displaced Homemaker Center is one of its newest programs, designed to provide services for the county's displaced homemakers as well as older reentry women.

## **History**

During the 1979 session of the Nevada State Legislature, a law was passed to establish a displaced homemaker center somewhere in the state. The law also provided monies to the State Board of Education to fund a center through a competitive bidding process. In response to the State's request for proposals, the director of the accounting program at Clark County Community College submitted a successful proposal to establish the Center at that community college. When the project was awarded to the college, it began a national search for a program director. This search resulted in the hiring of a woman from Colorado who had established the nation's third displaced homemaker center in that state. At Clark County Community College, the new director has not only established the program as outlined by the state, but has also obtained supplementary vocational education funds to expand the program.

## **Description**

### **OBJECTIVES**

Because the Displaced Homemaker Center has two sources of funding, Board of Regents, Nevada Department of Education, and Vocational Education Subpart II, Nevada Department of Education, it is, in some senses, carrying out two separate but coordinated programs. And yet an overall purpose and set of activities at the Center can be identified. Program objectives focus on providing:

- Information and referral on existing human resources as well as educational and vocational opportunities and resources;

- Individual and group educational and vocational counseling and support services; and
- Workshop and outreach programs.

## CHARACTERISTICS

Because the Center is located at a community college, many of the Center's clients are older reentry women at the postsecondary level. Younger reentry women do not typically contact the Center unless they have a social service need. However, the Center is not limited to serving only women wishing to enroll in the college; over 50% of the women participating in the Center activities have less than a high school education, with no plans to enroll in the college.

## ACTIVITIES

To provide services to displaced homemakers, the Center carries out three major types of activities, information/referral, educational and vocational counseling/support, and workshops/conferences. Included in the workshop category is an ongoing job readiness mini-course.

All clients are requested to come into the Center for a personal interview. In this interview, which can take from one to several hours, information on the person is obtained, needs of the person are discussed, and activities of the Center are described. Once the client and the counselor have been able to mutually determine the client's needs, the counselor refers the client to the community college resource, center activity, or other appropriate community agency.

As an aid to referring clients to community agencies, the Center utilizes a sophisticated information system developed by the Las Vegas Junior League and instituted by the local Voluntary Action Center. The system contains up-to-date information on a wide variety of community resources, such as welfare agencies, poverty programs, courts and probation, rehabilitation agencies, physical and mental health agencies, shelters, and church groups. The information is contained in a series of notebooks that describe each organization, the services or resources provided, client requirements, and contact persons. A Center staff person is skilled in using the system. When she has determined client need and eligibility and the appropriate agency for referral, the counselor, if possible, makes an initial personal contact for the client, thereby eliminating some of the problems that a client might encounter if she were to try to do this for herself.

In return for having access to this information system, the Center agrees to maintain and submit weekly records on clients served and information provided. A Center staff person must also attend weekly meetings at which time information on the system is updated. By being able to utilize an already existing and comprehensive information system, the Center has been spared the time-consuming task of developing its own information on community resources. Additionally, Center staff know



what resources exist in the community and what services they should provide to meet the unique needs of displaced homemakers.

All persons who have been referred are called two weeks after initial contact if they have not re-contacted the Center. In some instances, clients have received needed help and do not participate in any other Center activities. In other instances, clients come back to the Center to participate in personal counseling, support group activities, or workshops.

Counseling and support group activities occur on both a formal and informal basis. Often there are several displaced homemakers in the Center's small suite of offices. At these times, informal support meetings occur spontaneously. The staff is also almost always willing to lend an ear when needed. A formal support group, Women AL-ONE, also meets weekly for an inexpensive meal in a nearby restaurant to discuss mutual problems and solutions.

A two-week (twenty-hour) one-credit job readiness mini-course is also provided. The supplementary Vocational Education Subpart II monies support this course. Content of the mini-course includes values, decision making, assertiveness training, time and stress management, image development, job search, and interviewing techniques. The course is open to 15 persons each time it is given.

The Center also coordinates several special, one-day workshops for displaced homemakers and other interested persons. Topics of these workshops have included legal issues, entrepreneurship, employment opportunities, and personal/professional development. As one way of developing broad-based community support for the Center, these workshops are typically co-sponsored by other Las Vegas organizations, such as the local Association of Women Attorneys, Business and Professional Women, and Soroptimists. These conferences also provide a substantive reason for the Center to send out news releases and obtain needed publicity.

In carrying out its program, the Center has two advisory committees: a twenty-member committee representing the community and a seventeen-member committee representing the community college. These two groups hold a combined monthly meeting. A speakers committee also helps staff in handling outreach activities.

So far, the Center has not devoted a great deal of attention to job development for displaced homemakers. Although the staff feels that this is an important area, they do not have the time or the budget to do so. Clients are instead referred to the community college's career center, which carries out an active job testing, development, and placement program. The Center did try to institute a program whereby women could receive a certificate for volunteer work activity. Due to questions concerning on-the-job insurance protection, this program has not been fully implemented.

Community college resources provide invaluable support for the Center. Some of these, such as mailing and public relations services, are provided as part of the community college's in-kind contribution to the project; while others, such as individual testing, are paid for from Center funds. The financial aids office has been particularly supportive in obtaining educational grants for displaced homemakers wishing to return to school. In addition, the college's public information office has aided the Center in carrying out a wide variety of publicity and outreach activities. The Center's director reports to the community college's director of community education.

#### MATERIALS

Aside from workshop handouts and publicity materials, the Center has produced no special materials.

#### OUTCOMES

In less than a full year of operation, the Center has had contacts with over 1,000 women. Over half of these have sought information or referral. An average of 200 clients are considered to be "open files" at any one time. These are persons who are in the referral process, participating in support or counseling activities, or are attending workshops. Although the vast majority of participants are women, several men have utilized the Center's services. In this same time, six major workshops were also provided and the job readiness mini-course has been given four times.

#### STAFFING

The original, major budget for the Center provides for two full-time staff persons, the director and a secretary/administrative aide. Other staff include an informational and referral specialist and a vocational instructor. Funds for the information and referral specialist are provided by the community college's allocation of a 20-hour per week work study person to the Center. The supplemental vocational education funds provide for the position of vocational instructor, who has responsibility for job-readiness activities. Volunteers donate approximately 10-15 hours of service per week. Although each staff member has a particular area of expertise and responsibility, everyone contributes to ongoing support activities.

#### FUTURE DIRECTION

Because the Center was established through a legislative mandate, it is likely that its basic support grant will be continued for the foreseeable future. Although the Center has been successful in its first nine months of operation, the staff has many ideas for ways to improve and expand its services. One of the most pressing of these is to provide permanent support for the information and referral specialist position and the vocational instructor position. If funding for these

positions could be assured, the director would like to expand its efforts to provide job development and training and to develop more formal linkages with the Department of Labor, the CETA prime sponsor, local employers, and unions.

Although the Center is carrying out an active publicity program, the staff would like to expand this to reach more women and to provide a support group for men. They are also planning to have a series of professionally developed public service announcement spots to be aired over local radio and television. To serve additional clients, they would like to have more space for the Center. At the present time, the Center has two small offices that are easily over-crowded, particularly if children are present, making it difficult to hold private counseling sessions. A satellite center in a more centralized downtown location is also envisioned. In its current suburban location with limited public transportation, an automobile is indispensable to reaching the Center.

#### REPLICATION

In its first year of operation with its basic State Department of Education funds of \$38,950 and two supplementary Vocational Education Subpart II grants of \$10,250 and \$4,762, the Displaced Homemaker Center has accomplished a great deal. Success can be attributed, in part, to having both a project director experienced in fundraising, in administration, and in displaced homemaker issues, and a dedicated staff. The director is not content to sit behind her desk, but is always eager to meet with individuals and groups to obtain support and publicity for the Center even if the payoff from this activity is not immediately obvious. The director also stresses the significance of being informed as to what is happening at the national, state and local levels concerning women's issues and of participating in professional organizations and activities.

A comprehensive information and referral system that was almost immediately accessible without cost to the Center also contributes to the program's success. Although similar systems may not be available everywhere, if a Center would wish to provide referral services, it would be important to determine and, if possible, to use information that has already been developed on community resources.

Center staff do not feel that its location at a community college has been intimidating. Indeed, being incorporated within the community college, supportive as it is of the Center's activities, has enabled the Center to obtain many services that it could not provide on its own. Program staff would like the Center to be more accessible via public transportation, but, in comparison with the benefits received, this factor is a minor drawback.

## **Contact**

Fern Latino, Director  
Displaced Homemaker Center  
Clark County Community College  
3200 East Cheyenne Avenue, Room 2204  
North Las Vegas, Nevada 89030  
702/643-6060

OR

Director  
Elimination of Sex Bias and Sex Stereotyping  
Vocational Education  
State Department of Education  
400 West King Street  
Carson City, Nevada 89701  
702/885-5700





# Project Freedom

## Program Summary

- Address:** Middlesex County Educational Commission  
North Randolphville Road  
Piscataway, New Jersey 08854  
201/752-3321
- Target Audience:** Teachers and students, K-8th grades.
- Occupational Area:** Careers in general.
- Description:** A school bus was leased and reequipped with career and vocational educational materials. The bus travels from school to school within the county's 23 school districts, bringing the resources to change the restrictive sex-biased and stereotyped habits, attitudes and behaviors of both teachers and students. The bus is stocked with sex-fair career-related literature and audiovisual materials; an extensive bibliography has been prepared from these materials. Curriculum units on the career possibilities for men and women have been added; and resource people from business, industry and labor visit schools and speak on career possibilities. Teachers participate in inservice workshops that alert them to the need for the elimination of sex stereotyping in career awareness and to the resources available to meet this need.
- Outcomes:** Project Freedom has provided inservice training to 3,590 teachers, helping them become aware of sex role stereotyping, giving them the career information and resource materials needed to eliminate sex bias in classroom activities, and providing them with methods and materials to incorporate nonstereotyped career education into their curriculum. The student bus program has made 51,190 students aware of career choices that are based on ability rather than sex and of the variety of career choices available to them. A speakers bureau has been organized, providing role models from the working world. The staff developed a sex-fair career education curriculum--Freedom City--that can be used in grades K-8.
- Funding:** New Jersey Department of Education, Division of Vocational Education and Career Preparation, Office for Equal Access under Subpart 3, Section 136 of PL 94-482: first year, \$56,604; second year, \$51,456; third year, \$54,238.

## **Setting**

Project Freedom serves the 23 school districts in Middlesex County, an area of 319 square miles. The area is both agricultural and industrial and contains a variety of socioeconomic and cultural groups in urban, suburban and rural settings. There are 201 public and 58 non-public schools with 9,030 professional staff serving 125,194 students.

## **History**

The passage of the Federal 1976 Vocational Education Amendments that included a mandate for sex equity in vocational education caused a review of existing programs. It was determined that few programs on career awareness for grades K through 8 were available, and even fewer sex-fair materials were in evidence. During inservice workshops in Middlesex County, it became clear that sex-fair career vocational education materials and programs were needed. A limited program, Project Possible, was designed to raise the consciousness of teachers and ultimately of students in third and fifth grades and was field tested in eight schools. Although enthusiastically received, the program just did not reach enough students. The workshops for teachers were not time and cost effective, since teachers had to leave their schools for a central location. Therefore, a program was designed that could take the information and training to the schools--Project Freedom.

## **Description**

### **OBJECTIVES**

The overall purpose of Project Freedom is the elimination of sex role stereotyping in career/vocational education. In an effort to reach that goal, the project has the following objectives:

- To provide students with a broader view of possible career/vocational choices;
- To measurably improve students' attitudes toward work and careers;
- To provide the students with realistic information about the skills, personal qualities, and training necessary for careers;
- To help eliminate sex stereotyping in the students' minds;
- To give teachers a more accurate understanding of the sex role stereotype; and

- To provide teachers with the necessary skills and resources to teach their students about sex role stereotyping.

## CHARACTERISTICS

The program is designed to expose students in grades K through 8 to sex-fair career/vocational information. It also creates an awareness in the teachers of sex-stereotyping in the curricula and in classroom activities and demonstrates methods of eliminating such sex stereotyping.

## ACTIVITIES

Project Freedom is a multi-faceted career education program designed to infuse sex-fair career/vocational information into the curricula of Middlesex County schools. Components of the program include the student career awareness bus programs, teacher inservice workshops, bilingual student programs and translation of the materials into Spanish, a speakers bureau, parent involvement, and curriculum development and dissemination.

Three years ago, the project was begun by equipping a 38-foot school bus as a mobile classroom to take sex-fair career/vocational programs to schools all over the county. Seats were removed and carpeting was installed. Bulletin boards were placed along the walls and were covered with pictures of men and women in a variety of career settings--especially nontraditional careers. Members of the staff constructed a puppet stage out of a large pasteboard box, which they covered with fabric brightly printed with an animal motif. They also devised games and posters about careers for use in their "traveling classroom." The materials are designed to increase student career and self-awareness and to reduce sex role stereotyping.

The bus is driven to a school requesting it by one of the teacher/demonstrators and parked for several days. Students from the school, one class at a time, enter the bus with their teacher and sit on the floor. The program begins with a discussion about jobs and the necessity of nearly everyone having to have a job for part of her or his life. The students try to guess how many jobs there are, but they never guess the correct number of over 20,000. This leads to a discussion of being able to choose from all of those jobs on the basis of ability rather than on sex. Puppets are used to illustrate these points with the younger students. Smokey the Bear wants to be a nurse; Sam (Samantha) the Skunk wants to be a perfume tester; Sandy the female dog wants to be a fire fighter. Using hats and other props the children guess what careers are being play-acted. The emphasis is that people can be what they want to be. Other games and filmstrips are used for the higher grades, but the emphasis is the same.

Whenever possible the bus visit is preceded or followed by an inservice course for the teachers and counselors. In this session, they are urged to use sex-fair career-related stories in reading lessons and to talk about math and science careers for girls. The teachers are provided with techniques for immediately beginning career/vocational awareness in their classrooms. The workshop also provides information on

the sources of career education materials and available resources. In some cases, there have also been workshops for parents to learn about sex-fair career opportunities for their children.

Part of the project is to develop curriculum materials that can be infused into existing school programs. The project director, activities coordinator and several teachers from Middlesex County school districts have developed a Project Freedom curriculum package that can be integrated into the classroom curricula. This curriculum features the construction of Freedom City from site selection to final building and landscaping. All of the jobs in Freedom City are selected by the students, have sex-neutral designations and are filled on the basis of ability rather than sex. The students have brainstorming sessions to find job names for all the functions needed in Freedom City. Students acquire points for thinking up names of occupations to match the alphabet letter for the day that are sex neutral and original. Each student designs a dream house to be built in the city, and groups of students have responsibilities for the development and operation of public buildings. As the students move from working individually to working in groups, they develop building plans, zoning regulations, job surveys, and other activities. Speakers are brought in to share job/career information. The entire city is constructed of materials decided on by the students.

The curriculum for this project has been field tested on every grade level. The entire program is very well organized. Teachers and administrators plan very carefully, especially the bus schedules and parking arrangements. Schools requesting the program are sent a packet of materials on how to do publicity in local papers, bus needs, time schedules and other administrative details. A staff member also checks the arrangements. Because of the demand, the bus is tightly scheduled, with an entire school year booked in advance. The demand is a tribute to the women involved in organizing and presenting a quality program in an efficient manner.

## MATERIALS

Freedom City is a sex-fair career education curriculum with a flexible yet comprehensive format. It consists of two parts--the teacher's manual and an activity cardbox. The teacher's manual is divided into six parts: (1) preassessment, (2) planning, (3) design, (4) construction, (5) living city, and (6) teachers' place (resource ideas and information). Each section is color coded and all activities are explained; student activities are briefly described, since they are more fully delineated in the activity cardbox. This box has the same divisions, except (6), as the teacher's manual, with related activities in sex stereotyping; art; health and physical education; home economics and industrial art; language arts; and math, music, science and social studies. The materials are organized so teachers can follow the entire program or take out modules to incorporate in an existing program. Activity dittos are available for immediate use, and the lesson plans can be followed with ease.



Staff members would like to prepare the games and other materials used on the bus for publication as well. However, this has not yet been completed. The program director and her assistant do give workshops outside of the district for \$100 per day plus expenses. Freedom City materials are available from the Middlesex County Educational Services Commission, North Randolphville Road, Piscataway, New Jersey 08854 for \$65.

## OUTCOMES

In three years, Project Freedom has presented student bus programs to 51,190 students and inservice training programs to 3,590 teachers in 23 school districts in the county. The program is so popular that the bus is booked for the year with a number of schools on the waiting list. A curriculum has been developed and field tested in 12 classes in 6 schools. Information and assistance have been given to others who wished to establish career/vocational education programs within and outside of New Jersey. Several other school systems have indicated a desire to use the completed curriculum package. Anecdotal evidence shows many teachers have been more aware of the effects of sex role stereotyping and have endeavored to create a bias-free atmosphere in their classrooms.

From the beginning of the program, pre- and post-tests were given to participants and the materials were revised where more clarity was indicated. The post-tests show greater understanding of sex-fair career/vocational possibilities. However, long term attitude change cannot yet be measured.

Workshop evaluations were obtained and those materials were also refined as needed. Careful attention was paid to ensure that sex-fair or sex-neutral practices were understood.

## STAFFING

The program has a full-time director, an activities coordinator, and a part-time clerk/secretary. There are seven part-time teacher/demonstrators who work in pairs on the bus. The project director trains staff, plans programs, and conducts workshops. The activities coordinator works on programs and workshops and manages the bus schedules. The teacher/demonstrators are all credentialed teachers with varied work backgrounds.

All of the people working on this project are creative, flexible, have a sense of humor, and willingly drive a bus. Each attribute is necessary for this kind of project.

The twelve-member advisory committee contains a school principal, the County Superintendent of Schools, the Career Education Coordinator for Middlesex County, a staff manager from A.T.&T., the Educational Services Commission Superintendent, a librarian and media specialist, a wage and salary administrator for E. R. Squibb and Sons, a business

broker, a vocational education supervisor, a vice president of Van Heusen Corporation, the County Education Association President, and the liaison for the non-public schools of Middlesex County.

#### FUTURE DIRECTION

Funding for the program will cease in June 1981. Because the school systems are not expected to take over the costs, the bus will probably be used for other activities next year. However, the program director hopes to be able to continue giving workshops to infuse the Freedom City program into the general school curriculum in each district.

#### REPLICATION

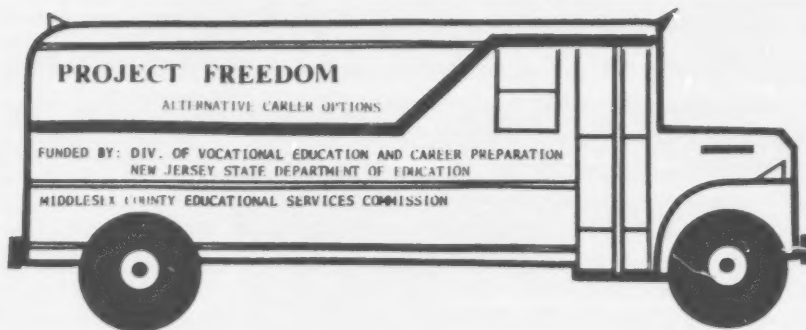
Freedom City materials are available and readily assimilated into any school curriculum. With dedicated personnel, the bus program could be duplicated in other settings and would be particularly effective in large school districts. The staff is available to give workshops in developing sex-fair programs.

#### Contact

Rita Hagin  
Middlesex County Educational Commission  
North Randolphville Road  
Piscataway, New Jersey 08854  
201/752-3321

OR

Jacqueline Walker  
Director, Office for Equal Access  
Vocational Education  
State Department of Education  
225 West State Street  
Trenton, New Jersey 08625  
609/292-2212



## **Consumer Homemaking Skills for Cadets, Grades 9-12 at New Mexico Military Institute**

### **Program Summary**

- Address:** New Mexico Military Institute  
Roswell, New Mexico 88201  
505/622-6250 X289
- Target Audience:** Military Cadets, grades 9-12 with primary focus on grade 10.
- Occupational Area:** The course covers homemaking experiences in housing and design, human growth and development, textiles and clothing, nutrition and foods, and consumer decision making; the second part of the course covers health. Counseling services address personal problems.
- Description:** This program was designed to increase independent living skills and reduce sex role stereotyping so that students are not restricted by traditional roles. The course is designed to facilitate a positive change in students' attitudes toward home-making by building on the concept that everyone contributes to a home.
- Outcomes:** Since the course is mandatory, it reflects the Institute's male enrollment of about 90%. Current student reaction is positive. More specific results will be available after completion of one year's course offering.
- Funding:** New Mexico Department of Education, Vocational Education Division: \$9,000.

## Setting

The traditional brick buildings of the New Mexico Military Institute (NMMI) campus vividly stand out under the far reaching, bright sunlight of the New Mexico morning sky. Founded before New Mexico achieved statehood, today NMMI attracts students from across the nation and from foreign countries, such as Mexico, France, and Saudi Arabia. The school enrolls nearly 900 students in grades 9 through 14. The students are introduced to rigorous military requirements: uniforms are mandatory, all students must rise at 6:00 AM, superiors must be greeted with a military salute, and all must attend nightly study hall sessions. These and other physical requirements have precluded enrollment of any students with physical disabilities.

The Independent Living program is housed in the bottom floor of the Infirmary Building, a space originally designed as an apartment. Although the area is small, it does provide the components needed for performing tasks required in living independently -- learning, sewing, laundry, health, and cooking. A grant supplied monies to redesign the kitchen area and buy equipment and materials. There are now two complete cooking stations and the usual dishes and utensils needed for cooking classes. Behind the kitchen is a laundry room that was already equipped with a washer and dryer. Another room has been outfitted with sewing machines, also purchased with grant money. The two meeting rooms are each furnished with a large table and a dozen or more chairs. The program director's office is also located in the apartment.

## History

The residents of Roswell, New Mexico share a feeling of pride regarding NMMI. During the years when NMMI was an all-male institute, most Roswell residents knew someone or even had a son or brother attending the school. One such person passed by her brother's door one day and noticed that he was sewing a button on his uniform shirt. Two hours later, however, she walked by his door again and noticed with amazement that he was still working on the shirt. She realized right then and there the importance of independent living skills for all people; no one should have to spend two hours sewing on one button.

This thought germinated during the early years of her teaching career and was nurtured by key people in the New Mexico State Department of Education and at NMMI. Several circumstances combined to bring the idea to life. New Mexico had Federal monies available for integrating sex equity in vocational education courses, NMMI had become coeducational in 1977 and was concerned with broadening its course offerings, and the state was requiring a health course be added by 1982.



Over the years, the teacher had approached NMMI's president, urging him to include an independent living skills course in the curriculum. While he was always supportive of the idea, he lacked the necessary start-up funds. Personal determination led the teacher to the New Mexico State Department of Education, where she encountered both encouragement and suggestions for acquiring vocational education money for achieving sex equity in homemaking programs.

The result was an award to acquire materials and develop a Consumer Homemaking Skills course. An agreement had already been made with NMMI to provide facilities and a salaried teaching position. With the help and support of several key people, she accomplished her goal and became the project's director. Over the summer months of 1979 the final planning and preparations were made, and the Independent Living/Health class at NMMI began in the Fall.

## **Description**

### **OBJECTIVES**

The project was designed to acquaint cadets with the life skills necessary for successful functioning in their chosen vocation and is based upon the concept that everyone is a homemaker. Although the definition of home may cover a broad spectrum of circumstances, the fact remains that everyone must exist in a home. The program was developed around the philosophy that independent living skills result in physical and social health. Emphasis is placed upon simulating a family environment to facilitate learning. Further, this model program was planned to eliminate sex bias and sex role stereotyping.

### **CHARACTERISTICS**

The Independent Living/Health course is mandatory for all NMMI cadets. After an introductory transition period, the course will be taken by all sophomores during either the fall or spring semester. The course covers homemaking experiences in housing and design, human growth and development, textiles and clothing, nutrition and foods, and consumer decision making. It also covers the health topics required by the state.

Since the course is mandatory, the course enrollment reflects the male to female ratio of the student body at large. Females constitute just under 9% of the total enrollment. Class size is typically 20 students with one or two females in a class.

### **ACTIVITIES**

Three aspects of the Independent Living/Health course are especially well suited to the special environment at NMMI. These are the specific skills and content that the course teaches, the counseling services the

program director provides in class and in private, and the infusion of non-stereotyped approaches in both the content and counseling portions of the program.

The military atmosphere at NMMI stresses discipline, academic excellence, physical fitness, and skilled leadership. But, the foundation that underlies all these goals is an ability to successfully handle basic life skills. Implicit to military philosophy is the concept that no competent military professional should be limited by lack of life skills. Everyone, for example, should be able to plan and prepare meals, whether one is out in the wilderness or living alone, off the military base.

A less serious issue at NMMI is the ubiquitous reaction to institutional cooking. A meal prepared for about 900 people will never taste as though it were cooked at home, and virtually every student living away from home yearns for a meal that tastes like it was homemade. The foods portion of the Independent Living course addresses both of these issues. Not only do the students learn basic cooking skills, but they also receive the bonus of the "home-cooked" products of their learning efforts. In special cases, the Independent Living kitchen has been opened during an evening or a weekend for homesick students to participate in an extracurricular spree.

Likewise, sewing skills can be particularly useful to military professionals who may end up in circumstances where they cannot easily get help from anyone else. Students who live away from home on the NMMI campus can find that sewing and laundry skills are economical, time-saving, and convenient skills to have.

Since the facilities were not designed to accommodate 20 students, it is not possible to have the entire class cooking or sewing at one time. Consequently, the class is divided into two sections; each section meets in one of the meeting rooms. Three separate courses meet daily, creating a system requiring a high degree of organization. One group of students must have independent assignments to work on while the instructor works with the other group. Then, during "hands-on" portions of the course, there are subgroups within the two groups.

The fact that NMMI is a residential campus creates special counseling needs for its students. The main factor is the lack of a home atmosphere. Students have a need to talk over problems and discuss their concerns with someone other than a roommate or peer-group friend. Just because a parent is not present on campus does not mean that the parents' role is not needed. Rather, an adult surrogate may be needed. In addition, some students come from foreign or very different community/home settings. They may feel especially lonely and/or isolated on campus. Other students may have difficulties with the military discipline. Lack of social skills and familiarity with the formal etiquette that are needed at NMMI are further problems that some students face.

These special needs are handled both during and outside of the homemaking skills class. To counter feelings of loneliness and isolation, the program director endeavors to build constructive bonds and responsibilities among the students. If a student is having problems, she often involves the other students. They can help in many ways, such as making sure a lonely student is included in activities. The students are sensitized to considering: "What can I do to help?"

The class discussions provide each student with an opportunity to delve into topics of personal concern. The course content usually makes it easier to relate a private concern to the Independent Living course than to a student's other academic courses. The director enhances and encourages after-class counseling when appropriate. She makes a point of being available to students after class and also holds formal office hours two afternoons a week. These office sessions provide an excellent opportunity to discuss personal matters in private.

Special health issues arise and must be handled at school when parents are not available. The females on campus are few and far between, and the male students place many social pressures and demands on them. Therefore, women's health issues need to be handled with sensitivity. The second portion of the course provides broad coverage of health issues, which includes guest speakers from such organizations as Planned Parenthood. If appropriate, referrals can be made to a gynecologist. The program director attends to special needs as they arise by setting up special topic sessions for specific student groups.

The goal of eliminating sex role stereotyping is integrated into the entire course structure and counseling process. An attitudinal survey is administered at the beginning of the course to assess the current status of student opinions regarding sex role stereotyping. The student awareness levels determine the direction of class discussions and the manner in which course materials are used. Now that females have been permitted to enroll at NMMI, some traditional practices have already been altered. For example, new cadets must open doors for older cadets; so now situations arise where protocol dictates that females open doors for males, situations in direct contrast to the traditional military procedures specifying that males always open doors for females. The military institute setting naturally provides females with many nontraditional role options. The program also strives to present non-traditional male role models so that the large male enrollment can explore alternative role options. In addition to male nurses, the director likes to invite a local male candy maker to the course.

Sex equity issues are highlighted throughout the course by hitting student interest points. Since food is a natural interest of all teenagers, nutrition and cooking topics are easy to cover. An interest in sports and outdoor activities results in enthusiasm for planning and sewing garments such as down vests and ski suits. The director is researching additional methods to overcome the tendency for the males in the classes to shy away from child development topics. They are more

open, however, to other subjects relating to the family and the director uses this student eagerness to talk and participate in class to address topics regarding non-gender biased roles in the home.

## MATERIALS

The project director will document the outcomes of this project in a final report. This report will be completed during Summer 1981. It will cover the activities involved in setting up the program during the beginning of 1980 and the results of two semesters of course offerings.

## OUTCOMES

Prior to the establishment of the Independent Living program at NMMI, none of the students were able to take a home economics course. During the next two years this situation will be reversed so that every graduate of NMMI will have completed the course. Since homemaking has traditionally been considered a female role, this program has accomplished a dramatic change in nontraditional enrollments in a male-dominated environment.

At this time, the project has only offered the course for one complete semester. On the basis of this experience, the course schedule has been changed so that the health portion follows rather than precedes the homemaking sections. The health portion is presented primarily in a lecture format, whereas the homemaking portions include "hands-on" sessions. The director feels that the students will participate in classroom discussions more frequently and openly when they begin the course with practical sessions rather than lecture sessions. Since much of the affective education and process of changing attitudes and awareness are accomplished in discussions, it is important to determine the most effective course structure for facilitating students' discussions. During the first year, the course will have been taught with each arrangement for one semester. A final sequence will be established based on first year experiences.

Currently, the director administers a pre- and post-test to assess the attitudinal changes that occur during the course. The results of these assessments will be available in the final report of first year activities. In addition, the director plans to use the Ohio Department of Education manual, Project MASSIVE (Modifying Attitudes of Sex Role Stereotyping in Vocational Education), to correlate her data and determine the degree to which the MASSIVE scale indicates that sex bias has been eliminated.

## STAFFING

The project director administers the program, teaches all the classes, handles a major portion of the secretarial work, and provides counseling services. NMMI provides professional secretarial support as required on an in-kind basis.



The program benefits from the recommendations of its advisory council, the Independent Living Home Economics Advisory Committee. It consists of the Dean, Associate Dean, the Physical Education Department Head of NMMI; Assistant State Home Economics Supervisor; the New Mexico State Sex Equity Coordinator; members of the Southeastern New Mexico Economic Development Corporation (who represent concerns of the aged, handicapped, and minorities); one student; and a professor from the Teacher Education Department at New Mexico State University.

#### FUTURE DIRECTION

The project director is submitting a proposal to the State Department of Education's Vocational Education Division for second year funding. The director's goal is to use this money to complete course development and purchases so that the course can ultimately operate without outside funding. The likelihood of institutionalizing this course is high, due to strong support from the NMMI administration. Since the inception of the course, NMMI has contributed the director/instructor's salary. If this policy and practice continues, the program should become permanent.

Tentative plans for a research study that examines the change in sex role attitudes as a result of the strategies and activities developed and used in the Independent Living course are being developed. This study would cover at least two years of data and therefore would not be available for several years.

#### REPLICATION

The program received a \$9,000 grant from the Vocational Education Division of the New Mexico State Department of Education, covering an 18-month time period. Since there were no home economics activities at NMMI, the director was starting from nothing. She feels that she was able to prepare for the opening of the fall course only because she had extensive files and resources from previous teaching experiences. A teacher at NMMI or a new teacher would have had an extremely difficult task. A minimum of nine months were required to equip and develop the program. This time could be reduced in a school that already had home economics facilities and resources.

An ideal staffing configuration would include a 50% administrator, a 100% teacher, a 10% counselor, and a 50% secretary/aide. Currently, the reporting requirements and teaching responsibilities result in a seven day per week job for the director.

## **Contact**

Captain Dawnell Massey  
New Mexico Military Institute  
Roswell, New Mexico 88201  
505/622-6250 X289

OR

Janice Hightower, Coordinator  
Equal Vocational Opportunity Program  
Vocational Education Division  
State Education Building  
Santa Fe, New Mexico 87503  
505/827-3151

# **Project MOVE (Maximizing Options in Vocational Education)— Statewide Courses and Other Strategies for Achieving Sex Equity in Vocational Education**

## **Program Summary**

**Address:** SUNY College of Technology at Utica/Rome  
811 Court Street  
Utica, New York 13502  
315/792-3535

**Target Audience:** Vocational educators.

**Occupational Area:** General vocational education.

**Description:** The project is designed to develop, implement, and disseminate various programs, materials, forms of assistance, and other strategies for eliminating sex discrimination, sex stereotyping, and sex bias in vocational education. By delivering graduate level courses at various locations, it provides information and resources and trains vocational educators to be change agents. Those graduate students enrolled in the six-credit course plan carry out a variety of activities and projects for eliminating sex discrimination, stereotyping, and bias within their professional settings.

**Outcomes:** It is estimated that through December 1980 approximately 150,000 individuals have been served. This includes the graduate students, contacts reported by class members, workshop and program participants, and recipients of the youth group kit and technical assistance.

**Funding:** In 1977 the New York State Education Department, Office of Occupational and Continuing Education provided approximately \$25,000. At that time the project was located in Ithaca, New York. Funding for 1978, 1979, and 1980 increased proportionately. Approximately \$175,000 are expected for 1981-82.

## **Setting**

Project MOVE is currently located at the State University of New York College of Technology in Utica, which is primarily a college for transfers. Established in 1966, it is an upper division college created specifically to meet the needs of the state's public two-year college graduates. At the graduate level, the College of Technology offers a Master of Science in Education degree in vocational/technical education. The graduate courses provided by Project MOVE are part of this curriculum.

## **History**

In 1977 Project MOVE was started at Cornell University in Ithaca, New York. Originally, six-hour workshops were conducted throughout the area surrounding Cornell. Since that time the program has expanded to include not only graduate level courses to individuals, but the provision of technical assistance to vocational education programs as well.

## **Description**

### **OBJECTIVES**

The objective of the program is to facilitate the achievement of sex equity in vocational education. The specific goals include:

- Providing the statewide delivery of a six-credit graduate course for training vocational educators to be change agents;
- Providing increased support in the form of information, materials, workshops, technical assistance, networking, and programs on sex equity to educators and community agencies who are striving to achieve sex equity in vocational education;
- Implementing a conference for up to 400 sex-equity resource people from New York State, updating their knowledge and skills and increasing regional networking and activities; and
- Developing and piloting methods, materials, and activities based upon the Project MOVE model, which is designed for facilitating commitment to as well as compliance for sex equity.

### **CHARACTERISTICS**

This program is geared primarily toward vocational educators. Participants plan and carry out a variety of activities and projects for



eliminating sex discrimination, stereotyping, and bias within their professional setting.

#### ACTIVITIES

The primary activity of the project is the six-credit, two-semester, graduate level course. It has three major content areas--sex stereotyping, evaluation, and facilitative leadership for change. These three areas are integrated throughout the course and provide the class members with the basis for developing, implementing, and evaluating projects and proposals.

As part of the course, class members help their school and faculty meet the requirements of Title IX, the 1976 Vocational Education Amendments, and the 1979 Office of Civil Rights Regulations, as well as recent New York State education policies. They also assist in collecting data that can be used for obtaining funding and for completing segments of required State Education Department reports.

The course further provides vocational educators with up-to-date information about preparing adolescents to meet changes in the work force and family. To this end, it trains the educators to use classroom teaching techniques and activities to help youths develop realistic work and family expectations.

Upon finishing the course, the class members are knowledgeable about critiquing, preparing, and using educational materials for sex-fair education. They also have an increased understanding and appreciation of the roles, responsibilities, and contributions of the various vocational subject matter areas and of guidance and counseling. This, in conjunction with their acquiring facilitative leadership, communication, and team member skills, can increase their effectiveness as teachers and faculty members. It can also make them valuable resource people, sharing course information and materials with other faculty and administrators. Finally, they are prepared to provide inservice workshops on the topics of sex discrimination, Title IX, and sex-fair education for faculty and community groups.

In addition to the provision of the graduate course, the project is also active in other areas. A conference for vocational teacher educators has resulted in numerous activities at various higher education institutions. Some of the participants formed the MOVERS Council. Council activities include developing competencies for sex-fair teaching and writing to various educational agencies to encourage sex equity in pre- and inservice teacher education.

The Resource Center supplies materials and information to individuals, organizations, institutions, and associations. And, in addition to providing workshops for community groups, high schools, and organizations, the project disseminates a bulletin to almost 4,000 individuals that includes up-to-date information on sex discrimination, stereotyping, and bias.

## MATERIALS

Numerous resources have been developed and are available for the cost of duplication and mailing. These include the source book, Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators; a packet of evaluation assessment instruments; a set of nine learning packets; a student organization activity kit, Expanding Roles: Activities for Promoting Youth Leadership and Organizations; as well as a kit for planning sex equity workshops or programs; a bimonthly newsletter, Project MOVE Bulletin; and a film-strip and tape cassette, Expanding Roles in a Changing World. In addition, Project MOVE has produced games and student activities, which include a bingo game for expanding one's roles; The Game of CHESSHEE, Conflicts in Eliminating Sex Stereotyping in Home Economics Education; the Movers Game; and a collection of cartoons, Sex Equity in American Life.

## OUTCOMES

Documentation exists for the approximately 150,000 individuals who have been served and/or reached since the spring of 1977. By attending courses, networking, assisting in the development of workshops, and using project materials, participants in the program are able to reach into the community to help eliminate sex discrimination, sex stereotyping, and sex bias.

## STAFFING

The project has a full-time co-director. Additional project staff includes a project coordinator/instructor, administrative assistant, secretary, and graduate assistants. The graduate assistants prepare the bimonthly newsletter and provide overall project assistance. Two instructors (one male, one female) team-teach the courses. Eight adjunct faculty members, in conjunction with project staff, make up the teams for the courses provided in six different locations throughout the state.

## FUTURE DIRECTION

The project is part of an ongoing program at the University. Funding is being sought for an additional year from the State Education Department, Office of Occupational and Continuing Education.

## REPLICATION

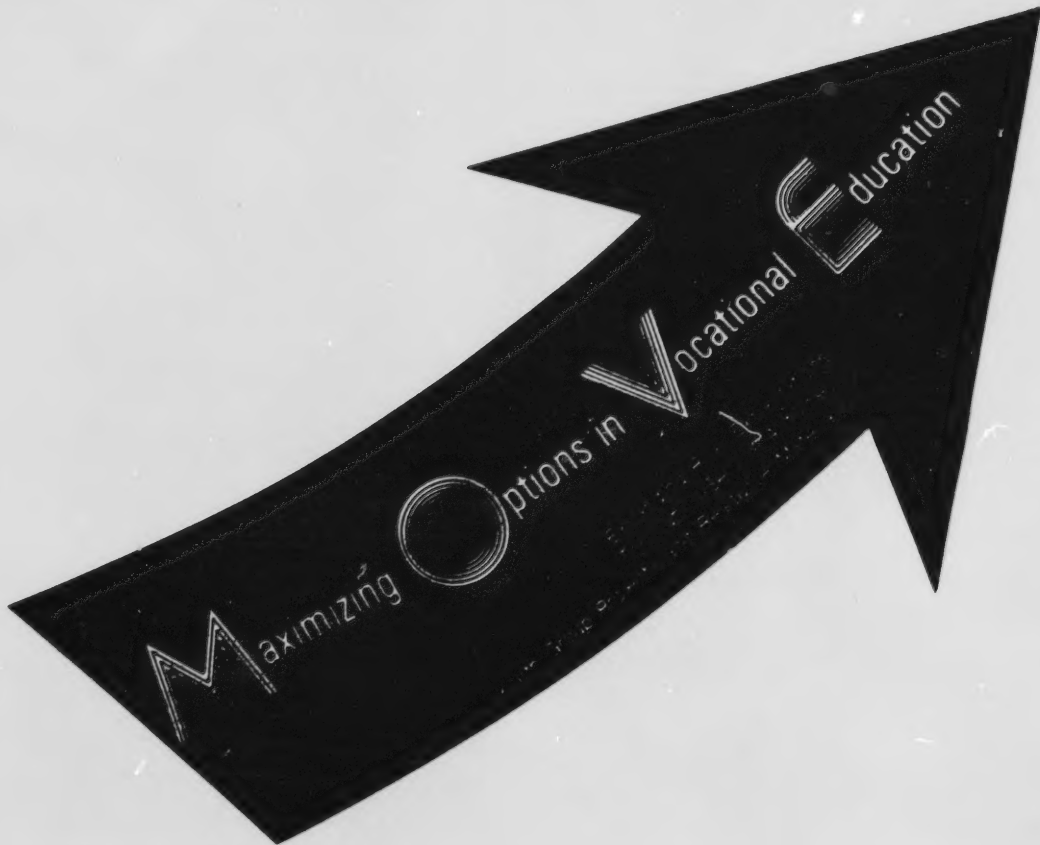
The course outlines and materials are excellent and any institution could easily replicate the program. Consultation assistance for starting the program is available by contacting the project staff.

## Contact

Charlotte J. Farris, Co-Director  
Project MOVE  
SUNY College of Technology  
811 Court Street  
Utica, New York 13502  
315/792-3535

OR

Mary Ann Etu  
Equity Coordinator  
State Department of Education  
Twin Towers, Room 1605  
Albany, New York 12230  
518/473-7892



# Women's Career Program at Erie Community College for the Disadvantaged Single Parent

## Program Summary

**Address:** Erie Community College  
South Campus  
Orchard Park, New York 14127

**Target Audience:** Single female parents.

**Occupational Area:** General support services for women seeking job skills.

**Description:** This was a career counseling program designed primarily to serve socio-economically disadvantaged women by providing an opportunity for them to acquire the skills and competencies required for adult functioning. Counseling and appropriate referrals were provided for individuals who lacked saleable job skills and/or academic preparation. The program was coordinated with the Office of Vocational Rehabilitation.

**Outcomes:** During the first year, 391 women used some of the program's services and 346 the second year. More than half of them expressed an interest in attending continuing education courses for women, and 103 of the second year's participants enrolled in college programs. Questionnaires were mailed to the first 184 clients who were counseled. Of that number 94 (51%) were counseled into educational programs, 16 (9%) into vocational skills programs, 15 (8%) into actively seeking employment, 5 (3%) with physical limitations were counseled into educational or vocational training programs, and 43 (23%) were still in counseling with Women's Career Program counselors. Eleven did not respond.

**Funding:** New York State Vocational Education: first year, \$48,000; second year, \$51,000.



## Setting

There are three campuses of Erie Community College -- North, which serves a middle-class, suburban population; South, which draws from a more rural population; and City, which serves a poor, urban population that is mostly black. The program staff was given attractive office space at the South campus. Although workshops and seminars were offered at all three campuses, most offerings were at the South campus. Women tended to attend the workshops closest to them.

## History

Two counselors at the South campus developed the program to provide support services for the increasing number of single parents they were seeing. They were concerned with the increasing numbers of women becoming the sole source of financial support for their children and yet stuck in low paying jobs or welfare programs. They wanted to help these single parents develop vocational skills that would make it possible for them to earn wages higher than public assistance. They developed the Women's Career Program and received Vocational Education Act (VEA) funding to implement it. A director who had worked with single heads of households and who was herself a single parent was hired after funding was approved.

The program was designed to provide support services for the single female parents wishing to upgrade or acquire new career skills. To carry out this activity, the project director hired regular college counselors to work on the program part-time. She and the counselors attended various workshops and programs to learn more about the career needs of reentry women and counseling methods to serve them better. A survey was made through visits to various agencies and community counseling centers to ascertain needs that were not being met and program activities that were already developed.

## Description

### OBJECTIVES

The primary goal of the Women's Career Program was to provide an opportunity for socio-economically disadvantaged women to acquire skills and competencies necessary for independent adult functioning. Among specific objectives were those to establish:

- A career counseling program for women who lack saleable skills for entry into career oriented curricula at Erie Community College or other institutions;

- A career counseling referral program for individuals lacking academic preparation and job skills;
- A career counseling program for women with inactive skills who need immediate employment--refresher courses or retraining programs; and
- A coordinated program with the Office of Vocational Rehabilitation to maximize counseling activities and job perceptions for physically handicapped persons.

#### CHARACTERISTICS

The Women's Career Program was aimed at the adult woman who is economically or socially disadvantaged and a single parent. It was a counseling program emphasizing general career awareness rather than specializing in any one career field.

#### ACTIVITIES

When women approached the Career Program Office as a result of the outreach publicity, counseling referral, or personal recommendation, individual counseling appointments to determine their needs were set up. At that time the women were interviewed and a tentative schedule of additional counseling appointments and workshops was established.

Depending on individual needs, women had a choice of workshops given on a rotating basis at each campus. One session was an all-day program of seminars for single parents, which included assertiveness training, self-assessment/decision-making skills, single parenting, adjustment to single life, financial management, reentering the job market, returning to school, and keeping the car going. Professionals from various community agencies assisted with this program design and presentation. Another choice was a four-week workshop on single parenting presented with the Director of Family Counseling from a private agency. The program director, along with a counselor from a drug abuse prevention center, conducted a six-week session on assertiveness training. An evening program -- which covered money needs, money management, credit, and knowledgeable consumerism -- was presented with a bank vice-president and the Better Business Bureau manager. Another evening program explored problems of resuming social life as a single person with speakers from the university counseling department and the founder of a singles organization in Buffalo. A math skills refresher course was presented for eight weeks in conjunction with a displaced homemaker center.

Women with some skills who needed immediate employment were counseled on job seeking skills and resume development. Women with very limited skills were referred to a skills development center.

For all of the women, the Career Program staff continued counseling sessions for as long as the participants needed support services. This

combination of individual counseling sessions and group informational programs proved effective.

#### MATERIALS

The program was not refunded, so there is no staff to answer queries and no products resulted from the program. Copies of the proposal may be obtained from the program director for the cost of copying and postage.

#### OUTCOMES

During the first year of the program, 391 women used some of the Career Program services. Questionnaires were sent to the first 184 to determine the outcome of program activities to that point. Of the number responding, 94 (51%) were counseled into educational programs; 16 (9%) were counseled into vocational skills programs -- CETA, BOCES, Everywoman Opportunity Center; 15 (8%) were counseled into actively seeking employment; 5 (3%) with physical limitations were counseled into educational or vocational training programs; and 43 (23%) were still in counseling with Career Program counselors. Eleven did not respond.

In the second year of the program, 346 women came through the Women's Career Program. The final report containing the breakdown of the results of the second year counseling is not yet available.

#### STAFFING

Program activities were carried out by a full-time coordinator with counseling background, a full-time secretary, and six part-time counselors who worked 150 hours each year. The VEA Advisory Council for the college was mandated to oversee VEA funds, with two members of the council being particularly supportive of the program.

#### FUTURE DIRECTION

None, since the college did not pick up the program after VEA funding ran out.

#### REPLICATION

College support and community participation helped make it possible to implement the program within the \$48,000 first year grant and the \$51,000 second year grant. The program coordinator suggests that more female counselors would have been better, since a number of women just coming out of a divorce or the death of a spouse were reluctant to seek help from male counselors. Also the emphasis on group work and women developing their own resources through support and self-help groups made women counselors more appropriate resources.

## Contact

Gerry Evans  
22 Claremont Avenue  
Buffalo, New York 14222

OR

Mary Ann Etu  
Equity Coordinator  
State Department of Education  
Twin Towers, Room 1605  
Albany, New York 12230  
518/473-7892



# Pioneers in Equality: Expanding Role Options Through Vocational Education

## Program Summary

- Address:** Educational Equality Coordinator  
North Dakota State Board for Vocational Education  
900 East Boulevard Avenue  
Bismarck, North Dakota 58505  
701/224-2678
- Target Audience:** Vocational education teachers, administrators, school board members, and advisory committee members.
- Occupational Area:** General awareness.
- Description:** The overall goal of the Pioneers in Equality program is to provide three-day workshop training for North Dakota's vocational educators. The specific objectives of the workshops are to enable participants to 1) identify sex bias and role stereotyping, 2) develop strategies for dealing with bias and stereotyping, 3) review resource materials, 4) participate in strategies designed to expand role options, and 5) build trust and partnership between women and men. The program, coordinated by the University of North Dakota's Division of Continuing Education and developed in close collaboration with the state's sex equity coordinator, was one method for meeting a goal in the state's plan to provide sex equity training to local educators. Participants also received a Pioneers in Equality Resource Handbook.
- Outcomes:** One workshop was held in each of North Dakota's eight administrative geographical regions. The workshops were attended by vocational educators and other persons. Workshop evaluation results were highly favorable.
- Funding:** Approximately \$33,000 were available to cover workshop development and implementation expenses, as well as participant travel, lodging, and per diem costs. Of the total amount, about \$25,000 were actually spent.

## Setting

The setting for the Pioneers in Equality program is the entire state of North Dakota, a large and sparsely populated area. Over 85% of its land is used for raising crops or livestock; most of its manufacturing consists of food products and some farm equipment. Less than a million people live in the entire state, and no cities have a population of over 100,000. Administratively, the state is divided into eight regions. To meet the needs of the approximately 600 vocational educators in all regions of North Dakota, the State Board for Vocational Education, through the educational equality coordinator, contracted with the University of North Dakota to provide sex equity workshops in each of the eight regions.

## History

Because of North Dakota's sparse population density, reaching educators at the local level is a difficult task. There are many rural, geographically isolated schools. With so few vocational educators at each local site, it is difficult to implement school or district-wide staff development activities. Without additional support, it is equally difficult for educators to travel to region-wide workshops or conferences.

In 1979, one of the educational equality coordinator's first activities was to conduct a workshop for vocational teachers and guidance counselors in the state. The difficulties in handling logistical arrangements for the workshop (e.g., travel, lodging, meals) and arranging for the workshop agenda and speakers soon became apparent to the coordinator, who had to carry out these activities with only secretarial support.

A short time after conducting the conference, the Director of Conferences and Institutes of the University of North Dakota's Division of Continuing Education approached the educational equality coordinator. The mission of the Division of Continuing Education is to determine and meet the informational and educational needs of North Dakota citizenry, which cannot be provided by regular on-campus programs. The Department of Conferences and Institutes seeks to develop collaborative arrangements with North Dakota organizations to carry out short-term educational programs. If an organization wishes to sponsor a conference or workshop, the Department will provide logistical support in arranging for the activity and help in developing appropriate content and materials.

The Pioneers in Equality Program grew out of this initial meeting. The educational equality coordinator had a budget of approximately \$33,000 in held-over sex equity monies and a goal from the state's five-year plan to provide training for local vocational educators. Furthermore, she understood that with virtually no staff, carrying out effective staff development training at the local level would be a difficult task. At the same time, the Division of Continuing Education was seeking to

expand the utilization of its services. Thus, a collaborative arrangement was initiated in which the educational equality coordinator provided the guidelines and funds for the Pioneers in Equality Program, and the Division of Continuing Education, Department of Conferences and Institutes, assumed responsibility for handling workshop logistical arrangements and hiring a project director to develop program content and materials as well as implement the workshops.

## **Description**

### **OBJECTIVES**

The overall goal of the Pioneers in Equality Program is to provide three-day workshop training for vocational educators. The specific objectives of the workshops are to enable participants to:

- Identify sex bias and sex role stereotyping;
- Develop strategies for dealing with sex bias and sex stereotyping;
- Review resource materials;
- Participate in strategies designed to expand role options; and
- Build trust and partnership between women and men.

### **CHARACTERISTICS**

The workshop was designed for vocational education teachers, administrators, school board members, and advisory committee members involved in planning and implementing vocational education programs. These participants were not charged for attendance. Travel, lodging, and a food per diem were also available. If substitute teachers needed to be hired in order for teachers to attend, this expense was also paid. There was a registration fee for all other interested persons.

### **ACTIVITIES**

To fully understand the Pioneers in Equality Program it is useful to describe in more detail the collaborative arrangements instrumental in carrying out workshop activities. Once a decision had been reached to coordinate the program through the University of North Dakota's Division of Continuing Education, a project director was hired to develop workshop format, materials, and content. The project director met with the Director of the Department of Conferences and Institutes and an appointed conference coordinator to plan the workshops within project budget limitations.

It was decided to hold a series of three-day workshops with 20 hours of activities. To facilitate travel, workshops started at noon of the first day and ended at noon of the third day. Workshops were planned for one major city in each of the eight administrative regions in North Dakota. A 200-page handbook containing workshop activities and resource materials was also developed and printed for distribution to each workshop participant. The project director was assisted in this task by an advisory committee. An attractive brochure providing workshop information was also designed to inform potential participants about the program. It was distributed by the Department of Continuing Education.

A University conference coordinator worked with the project director on program activities. She assumed responsibility for arranging for workshop meeting rooms, lodging, and meals. She also distributed the program brochure to the target audience. At the workshop sites, the conference coordinator handled the administrative details, registration, meals, and audiovisual equipment. Arrangements were also made so that participants could receive credits, if desired, from the University of North Dakota, North Dakota State University, or Minot State College. To receive credit it was necessary for participants to carry out a project after workshop attendance.

A total of eight workshops were held. One was held in September, one in October, three in November, and three in December of 1980. Each had a similar format. Although the project director, conference coordinator, and educational equality coordinator attended each workshop, they did not lead most workshop activities. Instead, local educators, business or professional persons led the activities.

Prior to each workshop, resource persons in the region were contacted and asked to present a specific topic. They were provided with a handbook with information on each topic. Resource persons were also provided a small stipend. It was felt that the use of local persons would not only help personalize workshop content for the specific region, but would also help develop a resource network within that region.

Major workshop activities covered the following topics:

| <u>Title</u>                                                                                | <u>Content</u>                                                                             |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Expanding Sex Roles: Touchstones of Success                                                 | Real life events and philosophical guidelines that would expand sex roles                  |
| Unrolling the Hidden Curriculum                                                             | Bias, stereotyping, and discrimination and unintentional behaviors reinforcing stereotypes |
| Values and Attitudes Affecting the Roles of Men and Women in Families and the World of Work | Relationship of sex identity to roles, world of work, and other issues                     |



| <u>Title</u>                           | <u>Content</u>                                                                                          |
|----------------------------------------|---------------------------------------------------------------------------------------------------------|
| Relationship Between Work and Family   | Myths and realities concerning the family and work                                                      |
| Effects of Sex Stereotyping on Men     | How stereotyping affects men                                                                            |
| Sexism in Language and Textbooks       | Ways to expand language to encourage role options and to analyze biased textbooks                       |
| Men's Work - Women's Work              | Trust-building behaviors between men and women                                                          |
| Living in Today's World: Kid's Culture | Activities that identify what students are doing to each other                                          |
| Sex: The Real Thing                    | Effects of sexual differences on attitudes toward one's self-image, family status, and work aspirations |
| Roads Away From Power                  | Behavior patterns that affect the success of men and women in their chosen professions                  |

In addition, sample curriculum materials were available for review. Participants were also provided with a list of free loan, sex-equity materials that were available from the North Dakota State Board for Vocational Education and materials available from Project EQUAL, a sex equity project carried out by the Division of Continuing Education, North Dakota State University.

#### MATERIALS

A handbook, Pioneers in Equality: Expanding Role Options in Vocational Education, was developed for distribution to each workshop participant. The handbook, an adaptation of materials produced by Amanda Smith's New Pioneers project, contains background material and activities for each workshop topic. It also contains resource lists. After completing the cycle of 8 workshops, a limited number of copies of the handbook were still available. Information on its availability, as well as the program's final report, can be obtained from the state educational equality coordinator.

#### OUTCOMES

Program staff feel that there have been significant outcomes of the workshops. They feel that the workshops promoted interaction among vocational educators and between vocational educators and school administrators. Because the workshops were specifically designed to be

as nonthreatening as possible, communication between home economics teachers and trade and industrial teachers, for example, was facilitated. In addition, the educational equality coordinator feels that her presence at each workshop has given her visibility and that she will be called on in the future to provide additional information and training.

#### STAFFING

Because the Division of Continuing Education coordinated the program, it is difficult to determine precisely the staff time needed to implement the program. The project director, hired on a temporary contract basis, was the only staff person whose sole responsibility was program development and implementation. She feels that the project required about half her time over an approximate six-month time period for workshop and materials development. Once the workshops began, she devoted nearly a full-time effort to the project. Before the workshops began, the conference coordinator, who had been allotted for in the budget, handled arrangements for the workshops along with her other duties; once the workshops began, it required nearly her full-time effort. Secretarial support was also funded by the program and provided by the Division. The educational equality coordinator's time was not included in the program budget. An advisory committee, composed of one vocational educator from each of the eight regions, assisted the program by reviewing materials and providing suggestions for local workshop leaders, as well as assisting in implementation of the workshops.

#### FUTURE DIRECTION

There are no current plans to provide additional workshops for local vocational educators after completion of the eight workshops. Plans, however, do exist to continue the collaborative arrangement between the State Board of Vocational Education and the Division of Continuing Education to promote sex equity. The two groups intend to hold a meeting with the state's vocational education teacher educators to discuss ways the Pioneers in Equality activities and materials could be integrated into teacher training. In addition, they have tentative plans to give the Pioneers in Equality training as a one-week summer course at the University of North Dakota. Some discussion is going on about establishing the training as a correspondence course through the University of North Dakota.

#### REPLICATION

Approximately \$33,000 was available to support the program. Because the number of participants was smaller than anticipated, approximately \$25,000 of this amount was spent. Although staff were pleased with the program, they have several suggestions for anyone interested in replicating the program; one of these undoubtedly concerns the budget. If, in addition to workshop implementation, materials and workshop content are to be developed, it is important to estimate accurately the level of effort that will be required.

Additionally, program staff suggest that consideration be given to the scheduling of workshops. As it was, six of the three-day workshops were given in a seven-week time period. Because travel to all regions of North Dakota was involved and staff arrived at each site the day prior to the workshop, the intensive schedule required nearly the full attention of the educational equality coordinator and the conference coordinator, each of whom also had other responsibilities.

Program staff feel that key elements in the success of the program include a good project director, logistical support, a willingness to accept and start at the awareness level of participants, and attractive materials that participants can take home. The association of the University of North Dakota with the workshop is believed to have added credibility to the program and lowered the level of threat faced by some participants.

### **Contact**

Lois Schneider, Project Director  
1117 Third Avenue South  
Fargo, North Dakota  
701/293-3577

OR

Nancy Thorndal  
Educational Equality Coordinator  
North Dakota State Board of Vocational Education  
900 East Boulevard Avenue  
Bismarck, North Dakota 58505  
701/224-2678

**pioneers  
in  
equality  
phase 2**

# Displaced Homemaker Project

## Program Summary

- Address:** Assistant Director, Division of Vocational Education  
Vocational Home Economics Section  
65 South Front Street  
Columbus, Ohio 43215  
614/466-3046
- Target Audience:** Displaced homemakers.
- Occupational Area:** Guidance, "survival skills," preemployment modules, access to training programs.
- Description:** This statewide project of displaced homemaker programs provides opportunities for all the local education agencies to apply for Basic Grant unit funding for a displaced homemaker program site. Six pilot programs were funded in 1978-79, with 19 programs funded in 1979-80 and 25 in 1980-81. Each program begins with assessing the needs for the program in the particular community in Ohio. An advisory committee is formed. Agency support is contracted and supportive agencies are utilized. Publicity and outreach are used to recruit participants. Preemployment modules, ABE/GED, and training are scheduled. The five modules, developed for the program, are personal development, survival skills, career exploration, job readiness, and home and family management. Nontraditional work is stressed, and individualized attention is available to each participant.
- Outcomes:** During the pilot year and the first year of ongoing programs, 1,932 displaced homemakers were served. Of the 336 persons served in the pilot year, 280 entered the preemployment modules, with 111 finding employment and 161 in skill training or other further education. In 1979-80, 1,596 persons were served, with 950 entering the modules, 254 finding employment and 212 in skill training or other further education.
- Funding:** For Fiscal Year 1981, approximately \$400,000 of Federal Vocational Education Basic Grant Funds were contracted to 25 sites, with each site receiving from \$11,000 to \$17,000. Through cooperative agreements at each of the sites, approximately \$500,000 of CETA funds are being expended to support eligible program participants.



## **Setting**

The Ohio Displaced Homemakers project is unique, in that it is a statewide system. Any local education agency that is an eligible recipient for Federal vocational education funds from the Basic Grant can apply to have a displaced homemaker program. The State of Ohio has both urban and rural situations. Its unemployment is higher than the national average due to the downward trend in the automobile and steel industries. Eligible recipients include comprehensive high schools and joint vocational schools.

## **History**

The Vocational Home Economics Section of the Ohio Department of Education assumed leadership for initiating and developing programs to meet the unique needs of displaced homemakers. Under the direction of the Assistant Director, Vocational Home Economics Section, and with the assistance of the state sex equity coordinator, the Displaced Homemaker Program moved from an idea in April 1977 to a reality in August 1978. Six pilot programs were funded in 1978-79. The following year, 19 programs were funded. In 1980-81, 25 programs were funded.

In order for a program to be funded, a local education agency must submit an application requesting Basic Grant unit funds. In the application, the agency must indicate the local school support and agency (usually CETA) support that will be provided to the program.

The Vocational Education support includes \$11,000 to \$17,000 per program, training and inservice for the program coordinator, program guidelines, curriculum guide and other educational materials, statewide coordination, assistance in proposal writing and public relations, and research analysis and dissemination. The local school provides an assessment facility, training facilities, recruitment of independent clients, commitment to adult education with team support in the school district, and job placement assistance. The agency provides recruitment of disadvantaged clients, individual stipends or allowances, individual contracts for self-help modules and for skill training, individual transportation costs, child care services, driver training, and job placement assistance.

## **Description**

### **OBJECTIVES**

The goal of the Ohio Displaced Homemaker Program is to provide displaced homemakers with the information and support enabling them to develop a positive self-concept and plan for their future. Some

specific objectives include:

- Developing survival skills;
- Taking responsibility for directing their own lives;
- Assessing work interests, skills, needs and values;
- Exploring both nontraditional and traditional occupations;
- Making career decisions and plans;
- Training for an occupation that matches interests and aptitudes;
- Organizing for the dual role of homemaker and wage earner; and
- Obtaining a job.

In addition, the program staff wants to help displaced homemakers arrange for vocational training by:

- Utilizing existing educational resources and facilities as they pertain to displaced homemakers' needs, and
- Coordinating with existing social service agencies to eliminate duplication of service.

#### CHARACTERISTICS

These programs are targeted toward displaced homemakers, single heads of households who lack adequate job skills, homemakers and part-time workers who wish to secure full-time jobs, and traditional workers who seek employment in nontraditional job areas.

#### ACTIVITIES

Each program begins with assessing the needs for the program in a particular Ohio community. An advisory committee is then formed, and supportive agencies are utilized and agency support is contracted. Publicity and outreach are used to recruit participants. Modules, GED, and training are scheduled. The five modules, developed specifically for the program, are personal development, survival skills, career exploration, job readiness, and home and family management. Nontraditional work is stressed. Individualized attention is made available to each participant.

Child care will be arranged for clients with children. And when training is complete, the program staff will assist job-ready displaced homemakers find employment.

## MATERIALS

Three handbooks are available through the Instructional Materials Laboratory, 112 Townsend Hall, 1885 Neil Avenue Mall, The Ohio State University, Columbus, Ohio 43210. They are: Vocational Home Economics Administrative Guide for Displaced Homemaker Programs (approximately \$8.00); Vocational Home Economics Resource Guide for Displaced Homemaker Programs (includes the five modules, approximately \$15.00); and Vocational Home Economics Evaluation Materials for Displaced Homemaker Programs (approximately \$8.00). A 16mm color film, Sorta Great!, focusing on three successful role models with an overview of the displaced homemaker program components is available for \$85.00 (additional for out-of-state purchase) from Ohio State University, Department of Photography and Cinema, 156 West 19th Avenue, Columbus, Ohio 43210.

## OUTCOMES

From six pilot sites, the number of Ohio displaced homemaker programs supported by vocational education increased to 19 in 1979-80 and to 25 in 1980-81. During the pilot year and the first year of ongoing programs, 1,932 displaced homemakers were served. Of the 366 persons served during the pilot year, 280 persons entered the preemployment modules, with 111 finding employment and 161 entering skill training courses or other education programs. Of the 1,596 persons served in 1979-80, 950 entered the modules, with 254 finding employment and 212 pursuing skill training or further education. Outcome information for the 1980-81 year is not yet available.

## STAFFING

At the state level, the program is administered by the Assistant Director of Vocational Education. A full-time coordinator and half-time evaluator are also on the state staff. Each of the 25 local programs has a full-time coordinator, usually a home economist with a minimum of three years of teaching experience. Some local programs have provided additional staffing. The advisory committees at each program site include previous participants, agency representatives, educators, and employers.

## FUTURE DIRECTION

The overarching goal of the state staff for this program is to provide standards and flexibility. This means that while a core program is provided, the way the program is implemented depends on the needs and desires of the specific community operating a program site. This process will be continued. With program proposals due in late March 1981, staff are hoping that three more sites will apply for a displaced homemaker program, bringing the number of program sites up to 28.

## REPLICATION

For Fiscal Year 1981, approximately \$400,000 of Federal Vocational Education Basic Grant Funds have been contracted into this Displaced Homemaker Project. Sites receive from \$11,000 to \$17,000 from the funding. Through cooperative agreements at each of the sites, approximately \$500,000 of CETA funds are being expended in the displaced homemaker programs. Replication would probably require similar funding.

The three publications listed under MATERIALS provide excellent guidance for anyone hoping to get such a program underway in their state.

## Contact

Sonia Price or Vicki Melvin  
Vocational Home Economics  
65 South Front Street  
Columbus, Ohio 43215  
614/466-3046

OR

Supervisor, Sex Equity  
Division of Vocational Education  
907 Ohio Departments Building  
65 South Front Street  
Columbus, Ohio 43215  
614/466-3430



**A Model Development for Recruitment, Retention, and Placement of  
Female Students in Secondary Vocational Education Programs  
Which Have Traditionally Been for Males  
and  
The Dissemination Service for Sex Equity Information**

**Program Summary**

- Address:** Department of Agricultural Education  
The Ohio State University  
Columbus, Ohio 43210  
614/422-6321
- Target Audience:** Local vocational education administrators, teachers, and counselors.
- Occupational Area:** Secondary vocational programs, especially agriculture, trade, and industrial.
- Description:** The Model Development project provided a research base from 10 schools (five with women in production agriculture, five with women in traditionally male trade and industrial programs) for what had been used to successfully recruit women students. This research base was used to develop a model for use in Ohio schools to recruit, retain, and place women students in programs non-traditional for their sex.
- The Dissemination Service for Sex Equity Information (DSSEI) provides a loan library, bi-weekly newsletters, a directory of nontraditional workers, training sessions on sex equity policy development for vocational education administrators, and training workshops for teams of vocational educators.
- Outcomes:** The research results indicate that the production agriculture programs are ahead of the trade and industry programs in sex equity. Thus far, the joint vocational schools have been the heaviest users of the DSSEI library. The five regional seminars for over 100 vocational administrators received positive evaluations.
- Funding:** Federal vocational education funding, through the state, for the model development project: \$16,543. DSSEI is funded as a line item of the state vocational education department for teacher education: \$35,000 for operations and \$15,000 for printing and publications.

## **Setting**

These two projects are housed in The Ohio State University Agricultural Education Department. Staff operate from offices on the second floor of the Agricultural Administration Building. However, much of the work of the projects was, and is, conducted in the public schools of Ohio, including joint vocational schools and comprehensive high schools. The department chair of agricultural education and several of the younger faculty members are very supportive of sex equity efforts in vocational education. This supportiveness has created a very positive climate for carrying out these two projects.

## **History**

The project director for the Model Development project was asked by his department chair to represent the Agricultural Education Department on a statewide committee for sex equity of vocational teacher educators. He brought to the committee his experiences of starting a local agricultural program in Colorado, comprised predominately of young women. Through his work on the committee, his past experiences, and his discussions with the state sex equity coordinator, the proposal for the research project to develop the model was developed and funded.

An advisory committee for the research project, consisting of local administrators, supervisors, teachers, and students in agriculture and trade and industry (T&I), experts in sex equity, and state department representatives, was instrumental in suggesting that the findings of the research study and the model developed be implemented throughout the state. The state director of vocational education and the state sex equity coordinator were then able to develop, with the agricultural education department, the dissemination service.

## **Description**

### **OBJECTIVES**

The model development project was research oriented, designed to identify secondary vocational programs in Ohio that had been successful in recruiting women students for their production agriculture programs and for their traditionally male T&I programs. Its specific objectives were:

- To collect information from the successful programs by talking with nontraditional students, traditional students, teachers, counselors, administrators, parents and employers;

- To use this information to develop a model to be used in recruiting, retaining, and placing women students in nontraditional vocational education programs and in employment; and
- Following the successful completion of the research project, to establish the Dissemination Service for Sex Equity Information (DSSEI).

## CHARACTERISTICS

Both of these projects are targeted toward secondary vocational education programs. The model development project was targeted specifically toward women enrolled in production agriculture and traditionally male T&I programs and toward the students, teachers, counselors, parents, and employers who interact with the women students. The DSSEI project targets local, secondary vocational education administrators and teachers in Ohio.

## ACTIVITIES

For the model development project, Ohio State Department of Education's vocational education enrollment statistics were used to identify programs that had women enrolled in production agriculture and T&I. Forty agriculture programs and 20 T&I programs were identified. From this group, state supervisors assisted in identifying the schools that had high quality programs. Using a number of criteria (urban/rural representation, joint vocational school/comprehensive high school representation, schools with at least five T&I programs), five schools each for agriculture and T&I were selected.

Schools were very cooperative in setting up site visits for the project staff, probably because they were informed that they were selected because they had done better in this area than other schools. Students, teachers, counselors, administrators, parents, and employers were interviewed. Results of the interviews were compiled into a research report. The results were also used to develop a model for recruitment, retention, and placement of female students in vocational education programs that have traditionally been for males.

DSSEI represents the service aspect of the project. The exact nature of its activities reflects the results of the research program. The staff is developing a directory of nontraditional workers in Ohio as well as a pamphlet describing DSSEI, its plans, and projects, and a bi-weekly newsletter is being published. It has established a loan library of sex equity materials and developed a resource guide to the library and to other materials. DSSEI works with the guidance of one central advisory committee and the assistance of five regional advisory committees.

DSSEI has a workshop component too. Five regional training sessions on sex equity policy development for vocational education administrators have been held. The staff has also scheduled 30 training workshops for teams of vocational educators from each of Ohio's school districts.

## MATERIALS

A Model for Recruitment, Retention, and Placement of Female Students in Vocational Education Programs Which Have Traditionally Been for Males by James A. Knight, Jan Henderson, and Ann Ries is available from: Agricultural Curriculum Materials, 254 Agriculture Administration, 2120 Fyffe Road, The Ohio State University, Columbus, Ohio 43210, for \$3.00 (10 or more copies, \$2.00 each).

Educating for Equality (bi-weekly newsletters), A Resource Guide to Sex Equity Materials for Secondary Vocational Educators, and Establishing a Foundation for Sex Fair Vocational Education: An Administrator's Seminar on Sex Equity Policy Development are available from the project director for the cost of reproduction.

## OUTCOMES

From the information collected in the schools in the research project, it appears that, in the area of sex equity, the production agriculture programs in Ohio are ahead of the state's T&I programs. The project staff attributes this differential to strong 4-H programs and to strong Future Farmers of America programs (coed since 1970).

Results of the study have been presented to the Central Region Agriculture Education Research meeting in Kansas City, the National Agriculture Education Research meeting in New Orleans, and to six state-wide meetings in Ohio (T&I teacher educators, state and local T&I supervisors, state and local agriculture supervisors, vocational directors, vocational superintendents, and the vocational agriculture teachers section of the Ohio Vocational Association).

The DSSEI project distributes 10,000 copies of each of the bi-weekly newsletters. They go to secondary vocational teachers, counselors, and administrators. Thus far, the heaviest use of the loan library has been by the joint vocational schools. In the five regional seminars for vocational administrators, over 100 administrators have given positive evaluations. Staff members found that, in order for the administrators to work on sex equity policy for their schools, a review of the sex equity legislation was necessary.

## STAFFING

For the model development project, the project director (an agricultural education faculty member) donated time. Two graduate research associates worked half-time and an undergraduate provided half-time clerical assistance. For DSSEI, there is a full-time project director, two half-time graduate research assistants, and a half-time clerical person.



## FUTURE DIRECTION

Project staff is convinced of the importance of appropriate role models for recruiting students for nontraditional vocational programs. The directory of nontraditional workers under development will provide a resource for schools, demonstrating to students that people of their sex are working in the occupations they can train for. Providing technical assistance for teachers is also part of the future scheduled work.

## REPLICATION

State vocational education funds of \$16,543 supported the model development project, plus the donated time of the project director from Ohio State University. DSSEI is funded as a line item of the State Vocational Education Department for Teacher Education: \$35,000 is provided for operations and \$15,000 for printing and publications.

If the model development project were to be repeated, the project staff suggests including more sites and, for a comparison, studying a group of sites that have good vocational programs with no women students enrolled in nontraditional programs. Use of an advisory committee is also strongly recommended.

## Contact

Cynthia Kohles or James A. Knight  
Department of Agricultural Education  
The Ohio State University  
Columbus, Ohio 43210  
614/422-6321

OR

Supervisor, Sex Equity  
Division of Vocational Education  
907 Ohio Departments Building  
65 South Front Street  
Columbus, Ohio 43215  
614/466-3430



# Phone-In Education System

## Program Summary

- Address:** Mt. Hood Community College, Maywood Park  
10100 NE Prescott Street  
Portland, Oregon 97220  
503/256-4393
- Target Audience:** Postsecondary education for displaced homemakers, single parents, homemakers and part-time workers, handicapped, and others with transportation problems.
- Occupational Area:** Courses are available in Bookkeeping/Accounting, Business Math, Study Skills, Basic English Grammar, Spelling Fundamentals, Algebra Fundamentals, Psychology of Human Relations, Stenography, Filing, Typing, Ten and Full Key Adding, Electronic Calculator, and History of Western Civilization.
- Description:** The program provides education and training for those who cannot leave home to attend classes. The lecture/lesson for each class is on cassette tape and is played over the telephone for the student who calls in. There is a text/workbook that is designed for each course. The program coordinator travels to each student's home every week to monitor progress and to administer tests. Students may also phone the staff of the Center for assistance. Students can begin a course at any time and may progress at their own rate. The system is designed to ensure success rather than failure. Students may retake each test until it is passed and can take as long as is necessary to complete the course provided 70% is completed by the end of eleven weeks.
- Outcomes:** Twenty students have been enrolled in each of the two terms and have been taking one or two courses. About a fourth intend to continue into the third term. Quite unexpectedly, students are using the phone-in education system as a way of getting restarted in their education and then seem willing to make the extra effort to get into a regular on-campus program.
- Funding:** A grant of \$14,524 from Career Education and Vocational Education, Instructional Services Division, Oregon Department of Education and \$8,696 from Mt. Hood Community College. Funding covered a year beginning in March of 1980.

## Setting

The sign on the door reads "People Serving People." This motto of Mt. Hood Community College is the moving force behind many of the activities and programs at the college and is being given new meaning by the Phone-In Education System offered through the Maywood Park satellite campus. The Self-Paced Instruction Center at Maywood Park is the host program for the Phone-In Education System and was founded as one of several innovative programs. Originally opened in a shopping center where it might serve people more conveniently, the Center is now housed in the annex to what was once a parochial high school in the northeast section of Portland, Oregon.

The community college district statistics indicate that about 7% of the population attends classes at Mt. Hood and that more than 40% of all full-time students are enrolled in vocational education programs. About a third of the students are over 30 years old. Other figures especially pertinent to the target population for the Phone-In Education System show that about 2,500 women are Aid to Dependent Children (ADC) recipients and another 1,000 are either short- or long-term disabled citizens.

## History

The Self-Paced Instruction Center offers a unique approach to education for those seeking a job skill. By coming to the Center and using instructional media such as slides, cassette and video tapes that are combined with programmed textbooks, students take a variety of courses at times convenient for them. On-site instructors answer questions and provide immediate feedback on tests. A system of open-entry, open-exit registration enables students to start courses whenever it is convenient and to proceed at their own pace. Although it is possible to complete a course within a few weeks, the materials are designed to be finished in 11 weeks. Students who have successfully completed at least 75% of the course work may continue without re-registering or paying for a second term. It is only a slight exaggeration to say that every student successfully finishes the material because the system has been designed to eliminate the concept of failure. Students who score below 70% correct on a test are requested to review the material and to take alternative forms of the test until the minimum score is met. Students find such a learning environment to be non-threatening and especially encouraging to those who have been out of school for some time.

The Phone-In Education System is the brain-child of one of the Self-Paced Instruction Center's staff members. She knew the Center's philosophy would be ideal for displaced homemakers, for women with young children who wanted to go to work in a few years, for part-time

or under-employed individuals, and for the disabled. The problem was that most of these find that the difficulty of attending regularly scheduled classes or of even getting to the Center often outweighs their need for job skill training. She finally realized that the telephone could help overcome the problem.

## Description

### OBJECTIVES

The overall goal of the program is to provide individualized basic and business education courses via telephone to individuals who need training but who are unable to attend classes on campus. The specific objectives were to:

- Implement a telephone education system for those who cannot leave their homes;
- Teach basic education and business skill subjects using the telephone and a visiting instructor.

### CHARACTERISTICS

Homemakers (including displaced homemakers), single heads of households with small children, part-time workers, and the disabled are encouraged to use the system. But, because the program is conducted as part of the activities of a community college, the courses are designed for postsecondary students. They are concerned with business skills (e.g., bookkeeping, business math, psychology of human relations) and developmental education (e.g., study skills, basic grammar, spelling, vocabulary).

### ACTIVITIES

Potential students may learn about the Phone-In Education System over the radio, in a newspaper article, on a television talk show, in an advertisement, from a brochure seen in the welfare department, the hospital, or a CETA office, or through the community college's course catalog. An aggressive outreach program that won the coordinator a marketing award from the president of Mt. Hood Community College is one key to the early success of the program.

A simple telephone call is all it takes to get registered. Usual fees are charged, although students with financial need receive counseling and are assisted in applying for aid. Students who do not know which course or courses they want to take can request that the coordinator come to the home. After the student is registered, the coordinator provides an orientation to the course and sells the textbook to the student.



Let's follow a typical student through the program. Charlene calls a number at either a pre-arranged time or when her two young children finally take their nap. She states which cassette tape she wants to hear. The clerk gives the student the phone number for one of the two lines tied into the system. Then while Charlene is redialing, the clerk mounts the tape in the specially adapted phone recorder. When the phone rings, the receiver is lifted and placed on the phone recorder. At various points during the lesson, the instructor on the tape asks Charlene to stop the tape in order to do some work in the textbook. At this point, she hangs up the phone and does the required work. Then she redials the same number and is reconnected to the tape. If Charlene does not understand some of the material and would like to have a portion or even all of the tape rewound, then the clerk is called on the Center's general number and is asked to assist in getting to the proper place on the tape. As would be true in a conventional classroom, Charlene sometimes would like to ask a question and rehearing the tape would not help her. When this happens, she phones the Center and asks to speak to the coordinator/instructor or one of the other on-duty instructors. About once a week, Charlene is ready for the next achievement test. When the necessary material has been covered, she phones the coordinator and arranges for a visit to the home. There the test is administered and graded, providing immediate feedback. If Charlene does not get 70% of the test correct, she is encouraged to review the material and arrange for another test to be given.

The Phone-In Education System is built on the resources and staff of the Self-Paced Instruction Center. The Center has tapes for 36 courses, with each course requiring about 24 tapes. Twenty-six of these are available through the phone-in program. The list of courses expands as more tapes are acquired. The restriction is always that the Center have staff qualified to answer questions. Since the original staff had training in business skills, most of the courses are oriented toward this content area.

## MATERIALS

The Self-Paced Instruction Center has always preferred professionally developed tapes to recordings of classes held on campus. These tapes are purchased from companies like McGraw-Hill Book Company, Prentice Hall Company, Addison-Wesley Publishing Company, and Charles E. Merrill Publishing Company. However, a few instructors have approached the Center staff with ideas for producing tapes specifically for them. In several instances, this has resulted in excellent new tapes. Commercially produced tapes cost between \$250 and \$400 per course. These tapes are added to a permanent collection. The consumable part of each course is the textbook or workbook. The student purchases these, which cost between \$6 and \$8 each.

After investigating several possibilities, the staff elected to purchase two Doro 311TA phone recorders for \$750 each. With minor adaptations, these machines are able to handle the system as described.

They take up little space and have been easily installed next to the telephones and the tapes.

The coordinator is developing a how-to manual that includes full details on the program. It contains the complete list of tapes and availability as well as a description of the equipment used. It also gives examples of the promotional material used such as press releases, advertisements, brochure, and catalog copy. The manual will be available from the sex equity coordinator for vocational education in Oregon. (See address at end of this chapter.)

## OUTCOMES

Although it was originally thought that some students would progress quickly through the courses and be ready for employment, it has become evident that the Phone-In Education System has a unique role in bringing about re-entry to formal learning for job skill acquisition. Some of the students, for example, who are part of the designated target audience could have managed to come to the campus. But, because they can take a course over the telephone, they are more willing to give education a chance. Their fears and inhibitions about attending classes with younger students and about being graded in comparison with them are put aside. Once they are able to show themselves that they can do well, that they can succeed, they are more willing to go to the extra trouble and, in some cases, extra expense of attending the main campus.

Because of the courses offered over the system, students with problems (e.g., vocabulary, grammar, study skills) that might deter later progress are able to get the basics using the telephone system. Of course, they are also able to learn the basics of some job skills. Many of the students begin to realize the value of working toward an AA degree.

At the end of each term, the students complete an evaluation questionnaire. The questionnaire asks if the student has achieved her or his objectives, what was most and least liked about the program, how the Phone-In Education System might be improved, and what types of courses should be added. In addition to questions that are designed to generate information about the program, each student rates 12 items on a four-point scale (1=poor and 4=excellent). These items deal with the instructors, the learning materials, and reactions to the Phone-In Education System as an appropriate way to receive instruction.

At the time of documenting this program, it was in its second term of operation. First term students had completed their evaluations, but the results were not being tabulated until the end of the second term when the entire set would be summarized.

Approximately 40 students will have completed one or two courses by the end of the second term. Most of these students would not have gotten this education if there had not been a phone-in system.

## STAFFING

The program funds about 75% of one staff person, a coordinator/instructor. Because it is built onto an existing program, there is access to other staff persons, such as the clerk who mounts the tapes, and other instructors who are able to handle calls from phone-in students if the coordinator/instructor is out giving tests.

Even though this extends the number of staff, the coordinator feels the need for a half-time or full-time person to be responsible for outreach. The public relations office of Mt. Hood Community College has been helpful, but has not been able to give the phone-in program a high priority since there are many other programs to be promoted. This has meant that the coordinator has had to devote a great deal of her time to talking with the CETA office, the Welfare Department, the Division of Vocational Rehabilitation, the radio and television stations, and the newspapers. She has appeared on numerous talk shows and the city newspaper has just phoned to say the Phone-In Education System will be featured in an article next month. Promoting the program, counseling students, making a weekly visit to the home of each student, and answering the questions of students who call in is probably too much to ask of one person.

## FUTURE DIRECTION

Adequate funding is the key to continued success of most programs and the Phone-In Education System is no exception. The grant terminates in March 1981. Efforts to get additional funding have been unsuccessful so far. The community college struggles to keep going and is dependent on approval of budget levies by the public. So although they would like to keep the program going, they do not have enough money. Because the coordinator is a valued staff member, the Self-Paced Instruction Center will keep her on, but only in a part-time position as a regular instructor for the Center.

The phone-in program, once implemented, has primarily one cost -- personnel. Visitation to homes cannot be accomplished without a designated staff member. However, because the Center believes in the new program, it may continue with some modifications. Specifically, the program will be reshaped so that courses are available over the telephone, but the students will have to come in to the Center to purchase the textbook and to take each exam. Since this is only once a week, hopefully this will not deter too many potential students. The Center is open from 9 AM to 9 PM on Monday through Thursday, from 9 AM to 4 PM on Friday, and from 9 AM to Noon on Saturday. This gives the student considerable flexibility in finding a time to come in.

The Phone-In Education System is now fully described in the course catalog that goes to each house in the district. This will continue to be a kind of promotion for the program, even if no single staff person has responsibility for telling the public about it.

## REPLICATION

The Phone-In Education System was initiated with a grant of just less than \$15,000 from Oregon's Department of Education. This was supplemented with about another \$9,000 from Mt. Hood Community College. The amount of money to start a similar program would depend on two factors -- 1) availability of an instructional center similar to the Self-Paced Instruction Center that had tapes and 2) the cost of staff at the implementing institution. The programs at the Center focus on business education because that is the background of the instructional staff. If a different type of staff were assembled, the taped materials might have a different focus. Even without access to an existing Center it is still possible to replicate the program idea. The key elements are taped course materials, appropriate telephone recording equipment, two or more phone lines, and enough instructional staff to handle questions over the phone and to visit the homes. The entire operation could be handled from a single office, if one did not also need to have a walk-in facility. A rough cost estimate indicates that 10 taped courses purchased from commercial sources, plus two telephone recorders, plus two telephone lines would cost less than \$6000. To this figure, the cost of at least 1.5 FTE's would have to be added as well as some money for printing and xeroxing. Of course, the more courses and the more staff that could be added, the more opportunities and counseling the students can receive.

## Contact

Jana Gould, Coordinator  
Mt. Hood Community College, Maywood Park  
10100 NE Prescott  
Portland, Oregon 97220  
503/256-3430

OR

Joan Siebert  
Equal Opportunity Specialist  
Vocational Equal Education Opportunity  
State Department of Education  
700 Pringle Parkway, SE  
Salem, Oregon 97310  
503/378-3567



# Programmatic Approach to Create Awareness and Provide Strategies for Dealing with the Issues of Sex Bias, Sex Discrimination, and Sex Stereotyping in Vocational Education Programs in Western Pennsylvania

## Program Summary

- Address:** Center for Vocational Personnel Preparation  
Indiana University of Pennsylvania  
133 Whitmyre Hall  
Indiana, Pennsylvania 17505  
412/357-4434
- Target Audience:** Training and technical assistance for teachers, counselors, administrators, students, parents, community groups, and interested others in western Pennsylvania.
- Occupational Area:** Vocational Education.
- Description:** Five workshops are available in Issues Awareness, Language Awareness, Reviewing Counseling Process for Bias, Career Awareness--Traditional vs. Nontraditional, and Legal Mandates. Most of these are full-day sessions. Technical assistance is also available to individual schools to aid them in developing, implementing, or expanding their efforts to achieve sex equity in their own educational settings. A resource center provides individuals and groups requesting materials and information on sex equity with an up-to-date listing of available resources.
- Outcomes:** Approximately 50 workshops have been given, with over 1,500 teachers, administrators, and counselors completing the training. The program has also worked with area vocational-technical schools, counseling associations, parents, students, administrators, and city employees. Over 10,000 people are projected to receive training. Publicity about the resource center will be sent throughout the region to inform people of the availability of this service. Over 20 individuals and organizations have received technical assistance to date, and most of that assistance is ongoing.
- Funding:** A total of \$47,309 from the State Department of Education's Vocational Education Equity Program (VEEP) provided the basis for the design, development, and implementation of the program. Because of the tremendous response and request for workshops and services, the project is unable to continue at its present level without additional funding. A proposal has been submitted for continuation funding.

## **Setting**

Indiana, Pennsylvania is located in the western part of the state, about 65 miles from Pittsburgh. Indiana University of Pennsylvania was founded in 1875 and has a current enrollment of over 14,000. There are almost 700 faculty members on the main campus, which comprises 106 acres. Indiana University of Pennsylvania is accredited by the Middle States Association and the National Council for the Accreditation of Teacher Education.

## **History**

In 1978, following discussions with the State Department of Vocational Education, the project director prepared and submitted a proposal outlining the program, objectives, expected outcomes, and budget requirements. A needs assessment was conducted in the area to determine the extent to which the school could anticipate a response to the program (the actual response far exceeded the expectations). Funding was received for the period July 1, 1980 through June 30, 1981.

## **Description**

### **OBJECTIVES**

The project is designed to help develop awareness of, and a system for, evaluation of all aspects of vocational education programs with regard to sex bias, sex discrimination, and sex stereotyping. Among the specific objectives of the project are:

- To establish an advisory committee to serve the dual function of a speaker's bureau, trained to present inservice training throughout the Western Pennsylvania Region. Inservice training will be provided to these individuals.
- To provide inservice training to vocational education staff throughout the area.
- To provide training/awareness sessions to clientele of the area vocational-technical schools, i.e., parents, community, students, and employers.
- To provide technical assistance to educational institutions on Titles VII and IX as required by the Office of Civil Rights, Regulations on Discrimination in Vocational Education Programs, and consultative services on all aspects of educational equity, at no cost to the school districts.

- To establish a comprehensive resource center on all aspects of educational equity, for use by the local education agencies in the area.
- To produce and distribute a monthly newsletter, designed to keep the vocational education community aware of current legal mandates, events, and issues, and to provide strategies for change and modification.
- To evaluate the program and recommend and implement improvements.

#### CHARACTERISTICS

The program is designed to provide training, technical assistance, and services to teachers, counselors, administrators, students, parents, and community groups located in the western part of Pennsylvania. Workshops, seminars, technical assistance, a resource center, and newsletter distribution are all vital parts of this program.

#### ACTIVITIES

Specific legal mandates to be addressed through this program are Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Five specific workshops are available in sequenced order, supplemented with individual technical assistance provided by the staff of the project. Each of the workshops lasts from one to four hours, and has specific objectives:

- Issues Awareness -- Designed as an introduction to the issues of sex role stereotyping, sex bias, and sex discrimination. Includes visual materials and handouts. Objectives are to provide participants with:
  - Opportunity to assess their own awareness of differential treatment of females and males in society and in their schools;
  - Understanding of differential sex role socialization as it is perpetuated in our society;
  - Opportunity to review Federal antidiscrimination requirements, with emphasis on Title IX of the 1972 Education Amendments; and
  - Opportunity to assess their own understanding of Title IX requirements by openly sharing questions and answers with the group.
- Language Awareness -- Designed to introduce the issues of sex discrimination and how they are perpetuated in our vocabulary and communication process. Objectives are to provide participants with:

- Opportunity to assess their own awareness of differential treatment of females and males in society and in the schools;
  - Understanding of differential sex role socialization as it is perpetuated in our society through use of language;
  - Opportunity to analyze the effects of stereotypical thinking and behaviors resulting from use of sex-biased vocabulary; and
  - Opportunity to review Federal antidiscrimination requirements with emphasis on Title IX of the 1972 Education Amendments.
- Reviewing Counseling Process for Bias -- Designed as a two- to five-hour training session on evaluating the counseling process for bias. Visual materials, procedures, and checklists are part of materials utilized. Objectives are to provide participants with:
- Opportunity to assess their own awareness of differential treatment of females and males in society and in their schools;
  - Opportunity to review Federal antidiscrimination requirements with emphasis on Title IX;
  - Opportunity to assess their own understanding of Title IX requirements by sharing questions and answers with the group; and
  - A basis from which to evaluate/review their own counseling practices and interactions, and to design and implement a systematic/programmatic approach to practice the counseling process in an equitable manner.
- Career Awareness - Traditional vs. Nontraditional -- Designed to create awareness of the real world of work and to introduce and encourage expanded career options and responsibilities for both females and males. Visual materials and handouts are utilized. Objectives are to provide participants with:
- Opportunity to assess their own awareness of differential treatment of females and males in society and in the schools;
  - Understanding of differential sex role socialization as it is perpetuated in our society;
  - Opportunity to analyze the effects of stereotypical career selections by students and adults;
  - A basis upon which to expand their career options to adequately address the economic realities of society; and



- Opportunity to review Federal antidiscrimination requirements with emphasis on Title IX.

- Legal Mandates -- Designed to introduce various legal mandates specifically applicable to the issues of sex equity. Checklists, case studies, visual materials, and other pertinent materials are utilized.

In addition to these workshops, there are three other major aspects of the first year of the program. In the first place, technical assistance is available, not only as a supplementary service to those requesting the program of workshops, but also to individual schools to aid them in developing, implementing, or expanding their efforts to achieve sex equity in their own educational settings. A resource center is established to provide those individuals/groups requesting materials and information on a subject specific to sex equity with an up-to-date listing of resources available to them. Finally, a newsletter is published monthly highlighting new activities, resources, and legal issues in the area of Title IX and sex equity issues.

#### MATERIALS

Excellent course outlines with detailed agendas have been developed for each of the workshops. This includes the activity, the handouts to be provided to the participants, and the recommended media. Also, the project has provided to all training personnel a comprehensive notebook with invaluable resources, including publications, articles, statistics, and general information on various topics related to sex equity.

#### OUTCOMES

Approximately 50 workshops have been given, with over 1,500 teachers, administrators, and counselors completing the training. The majority of these workshops are full-day sessions. The program has also worked with area vocational-technical schools, counseling associations, parents, students, administrators, and city employees. It is anticipated that over 10,000 people will receive training or will benefit from the technical assistance aspect of the program.

A resource center has been organized and the publicity will be sent throughout the region to inform people of the availability of this service. This resource center provides individuals and groups requesting materials and information on a subject with specific up-to-date information on resources available to them.

Several higher education institutions, high schools, vocational/technical schools, and CETA-funded projects have taken advantage of the technical assistance service available. Most of the assistance provided to over 20 individuals and institutions is ongoing. Some of the specific areas that have been dealt with include the provision of materials review (e.g., texts, tests, classroom handouts, media), language awareness assistance, and networking.

## STAFFING

A project coordinator spends approximately 75% of her time on the program. In addition, four part-time instructors provide training at the workshops. A full-time secretary and four work-study students (20 hours per week per person) also provide assistance to the program.

## FUTURE DIRECTION

The response to this program has been tremendous. The need is there, and the schools, individuals, and organizations are responding by requesting training. Unfortunately the budget is limited, and money is not available to pay the instructional staff. It is hoped that additional money can be secured through the state.

The original concept of the program was that it be in four years/phases. Year one/phase one would provide the design and the basis for the development of the program. The awareness capability would be firmly established to continue throughout the duration of this program. Year two/phase two would concentrate on those specific areas identified in year one as needing continued assistance in complying with specific long-range goals and objectives. Special emphasis would be on recruitment, counseling techniques, and curriculum. Year three/phase three could continue to focus on those identified areas of phase two, but in addition would focus on placement. Year four/phase four would provide the opportunity to implement all of those activities and systems developed in the preceding three phases of the program, i.e., vocational programs throughout the western part of the state would be actively involved in dealing with the issue of educational equity and would be able to transfer model programmatic information to the other regions of the state. The college intends to submit proposals to complete the four years/phases of the program.

## REPLICATION

The handout materials, the course outlines, the agenda, the resource notebooks, and the overall program information is detailed, easily understood, and very comprehensive. Replication would be possible with the proper staff, sufficient funds to pay them, and access to this information. Both the school and the program are willing to provide assistance and materials.

## Contact

Nancy O'Rourke  
Coordinator for Sex Equity  
Center for Vocational Personnel Preparation  
Indiana University of Pennsylvania  
133 Whitmyre Hall  
Indiana, Pennsylvania 15705  
412/357-7948

OR

- 238 -

Jacqueline Cullen, Coordinator  
Vocational Education Equity Program (VEEP)  
State Department of Education  
333 Market Street  
Box 911  
Harrisburg, Pennsylvania 17126  
717/783-8506

# Exploring Sex Roles in Vocational Education and in Society

## Program Summary

- Address:** Linda M. Greenwood, Sex Equity Specialist  
Bureau of Vocational-Technical Education  
Department of Education  
22 Hayes Street  
Providence, Rhode Island 02908  
401/277-2691
- Target Audience:** Vocational educators and other teachers, including CETA coordinators.
- Occupational Area:** Vocational Education/Interdisciplinary.
- Description:** The Rhode Island State Department of Education, Bureau of Vocational Technical Education; the Department of Industrial Arts at Rhode Island College; and the Education Subcommittee of the Permanent Advisory Commission on the Status of Women in Rhode Island jointly sponsor the course. It covers sex roles and the effects of sex role stereotyping in educational and social institutions. Research findings as well as research strategies and techniques appropriate for vocational, elementary, and secondary school students are examined. Various reports, commentaries, case studies, and textbooks are reviewed for instructional value. In addition, existing programs and legislation that contribute to social change in this area are discussed. Students must design a project that can contribute to sex equity in educational institutions.
- Outcomes:** The course has been offered twice with a total of 51 persons completing it. Because of the participation of several CETA administrators in the course, significant strategies have been developed and implemented for CETA staff throughout the state on sex equity issues. In addition, some local schools and programs have been analyzed for sexism, recruitment changes have been instituted at a vocational-technical facility, and a parent involvement program has been developed.
- Funding:** During the first year, the State Department of Education provided start-up funding of approximately \$2,000. Instructors did not receive a salary. Since that time, students pay a tuition fee to cover the course.



## **Setting**

Rhode Island College is located in the northern part of the state, in the state capitol in Providence. This is also the location of the State Department of Education's Bureau of Vocational and Technical Education. As the smallest state, located in southern New England, it covers 1,214 square miles and has a population of under one million.

## **History**

The need for this course was first expressed by the Education Subcommittee of the Permanent Advisory Commission on the Status of Women in Rhode Island. Several members of this Subcommittee put the course together. The course outline was prepared and presented to the Rhode Island College. They agreed to provide the evening course.

It is anticipated that this course will be incorporated as part of Rhode Island College's permanent curriculum in Industrial Education.

## **Description**

### **OBJECTIVES**

The program is designed to educate vocational educators and other teachers about the effects of sex role stereotyping in educational and social institutions. The following are specific program objectives:

- To instruct vocational educators and other teachers about research findings and research techniques appropriate for vocational, elementary, and secondary school students.
- To instruct vocational educators and other teachers about relevant legislation (e.g., the Vocational Education Amendments of 1976 and Title IX of the Education Amendments of 1972).
- To assist vocational educators and other teachers in designing model projects which have the potential of being used in a school setting to achieve one or more goals relating to sex equity.

### **CHARACTERISTICS**

This course is geared toward vocational educators, other teachers, and counselors. Students can receive either undergraduate or graduate credit for the course.

## ACTIVITIES

The class meets weekly for 15 weeks, each session lasting two and a half hours. Initially three women served as instructors for the course. However, only two women will team teach the spring semester.

The course has several requirements. Each student is responsible for the development of a journal. Guidelines for the journal are provided by the instructors, and the journal is collected at the end of the semester. At least one text is required reading, along with several other suggested readings. Each student is required to read and critique five articles, available in the library. Students work in teams to design model projects, which have the capability of being used in a school setting to achieve one or more goals relating to sex equity.

The course content includes:

- Sex role socialization (including psychological, sociological, and anthropological aspects);
- Women in the labor market;
- Sexism in curricular materials;
- Legal aspects, including overview of Vocational Education Amendments of 1976, Title IX, and other relevant antidiscriminatory legislation;
- Projects--including design, formulation of proposals, conduct of project, and presentation; and
- Guest speakers on topics of relevance.

## MATERIALS

No specific materials have been produced by this project. However, because of the requirement that students work in teams to design model projects, which have the capability of being used in a school setting, the reports of these projects are available for review. They are not, unfortunately, available for distribution on a large scale basis.

## OUTCOMES

There are several outcomes that are measurable. Some of these include:

- During the 1978-79 semester, 32 students registered for the course; 29 completed it. During the spring 1980 semester, 22 students paid tuition to take the course.

- Both Rhode Island College-generated and instructor-generated course evaluations were good to excellent.
- Significant strategies have been developed and implemented for CETA staff throughout the state on sex equity issues.
- The Food Services program at a vocational facility has been completely analyzed for sexism, with the necessary changes made.
- A joint program at an area high school was initiated whereby two teachers introduced their classes to sex equity issues and gave them the experience of trying nontraditional courses.
- Career month was established at an area high school, emphasizing expanded choices and nontraditional courses, culminating with a Sex Equity Day.
- A counselor at a vocational facility instituted a student involvement project, one aspect of which was the design of a "sex-equity questionnaire," which was administered to students. A nontraditional showcase was also developed.
- A counselor at a vocational facility instituted recruitment changes and developed a parent involvement program. Also, a booklet for parents was written entitled An Equal Chance.

#### STAFFING

There are two instructors who team teach. Additionally, guest lecturers are brought in to discuss selected topics with the students.

#### FUTURE DIRECTION

Vocational educators, CETA coordinators, and other interested persons may enroll in the course and are required to pay tuition. It is anticipated that the course will be given at least once per year as long as a minimum number of students enroll.

#### REPLICATION

The course outline is excellent and would be easy to replicate by any two-year or four-year institution. Consultation assistance for starting the program is available by contacting the project director.

## **Contact**

Linda M. Greenwood  
Sex Equity Specialist  
Bureau of Vocational-Technical Education  
Rhode Island Department of Education  
22 Hayes Street  
Providence, Rhode Island 02908  
401/277-2691



# Opening New Doors: A Program for Displaced Homemakers

## Program Summary

- Address:** The Center for Continuing Education for Women  
Greenville Technical College  
Greenville, South Carolina 29606  
803/242-3170
- Target Audience:** Displaced homemakers.
- Occupational Area:** Greenville Technical College provides short-term vocational training courses in the eight service areas, plus academic training leading to associate degrees.
- Description:** Opening New Doors: A Program for Displaced Homemakers provides women with counseling and short-term career preparation. Daily, the counselors assist women who face problems when thrust into the labor market after years of work in the home. A 20-hour course helps the women to evaluate their lives realistically and to make sound plans for improving their futures. Various mini-courses, which change according to current needs, provide clients with assistance from résumé writing to assertiveness training.
- Outcomes:** From the beginning of the course work in September 1979 through June 1980, 124 women have been counseled as part of the program, with 86 attending mini-courses. Many more women were counseled individually who chose not to pursue further assistance. Course evaluations from the clients indicate that the immediate personal counseling, goal setting, assertiveness training, and résumé/interviewing information were most helpful.
- Funding:** The State Department of Education, Office of Vocational Education funds the Opening New Doors project. In January 1979, \$9,061 were provided for the work, which has since been extended to \$17,153.

## Setting

One of the ten fastest growing cities in the country is found in northwestern South Carolina. Greenville and the surrounding area has grown from approximately 200,000 people to 290,600 in less than five years. The projected population for the year 2000 is 400,000. The increase reflects the influx of foreign manufacturing companies whose owners have found resources, expansion room, and average wage standards in the area. Companies, such as Michelin Tires, Lucas CAV, and Union Carbide, have brought in French, English, German, Chinese and Italian people who live alongside traditional southern families.

Textile manufacturing was the traditional industry in Greenville, and the established residents view the new industry with ambivalence. Local people whose families have lived in Greenville County for generations maintain traditional, conservative social attitudes. Many do not understand the ways of the Europeans and Asians and tend to resent the changes their influence brings to the community. At the same time, the new industry has brought more money to Greenville, raising everyone's standard of living. Jobs are plentiful for those willing to train in the needed manufacturing skills.

One social change accompanying the arrival of the new industry is management's willingness to hire women into nontraditional jobs. Employers cannot always find enough workers for their plants and, therefore, are willing to hire women trained in needed skills. Greenville Technical College, presently serving 10,000 students, has established a Women's Center as part of its Continuing Education Department. One project at the Women's Center serves displaced homemakers who find themselves suddenly in need of employment. Counselors stress nontraditional work since it is readily available and pays higher wages.

## History

Management for local industry, realizing the lack of workers trained for their jobs, contacted Greenville Technical College to develop training programs that would prepare workers to meet their needs. During these discussions, school officials pointed out a large labor resource for factory work that the manufacturers had overlooked--women. Both groups agreed to recruit females interested in nontraditional occupations, and the Women's Center was established. The director of the Women's Center has kept close ties with State Department of Education personnel who provide funding for women in need of training and employment. Money became available for displaced homemaker projects, some of which was awarded to Greenville Technical College.

Opening New Doors: A Program for Displaced Homemakers provides counseling and short-term career preparation. Counselors assist women

daily who face problems when thrust into the labor market after years of work in the home. A 20-hour course helps the women to evaluate their lives realistically and to make sound plans for improving their futures. Mini-courses, which change as the needs of the women change, provide clients with a variety of assistance, from resume writing to assertiveness training.

## Description

### OBJECTIVES

The main goal of the program is to serve both displaced homemakers and industry by uniting the two for their mutual benefit. Those interested in more traditional occupations are served according to their wishes, but all women are informed of the advantages of nontraditional work. Clients are aided through counseling and short courses designed:

- To introduce displaced homemakers to the concepts of decision making and self-sufficiency;
- To help displaced homemakers set goals and develop careers; and
- To develop an action plan for each displaced homemaker seeking training or employment.

### CHARACTERISTICS

Opening New Doors serves displaced homemakers in South Carolina's northwest region who need assistance in organizing their personal and professional lives after divorce, death, or separation from their spouses. The clients' educational levels range from ninth grade to master's degree, but it has been a long time since most have had contact with the labor force. Most training options available to the women are at Greenville Technical College, which provides vocational training in the eight service areas as well as academic instruction leading to associate degrees.

### ACTIVITIES

Most clients at the Women's Center hear about Opening New Doors through friends who have used the services. Possibly a new client was advised to seek assistance there by a community or employment agency. Some hear radio and television ads. But all women served under the Opening New Doors program need help fast. They are displaced homemakers, usually with dependent children, who suddenly are thrown into the competitive and confusing labor force after working for years in the home.

Counselors see the women shortly after contact with the Center is made. Immediate needs are addressed first, such as income, budgeting,

transportation, and child care. Private talks between client and advisor help the women to relax, to keep their situations in perspective, and to see the successes they have produced and, therefore, are capable of producing again. Legal problems, such as property rights for women, estate planning and credit, are also discussed.

Most clients are advised to attend a one-week training session, designed to help them better understand their personal and career situations. The course is designed to strengthen the women's self-images through group activities and peer counseling. Once they feel better about themselves, they examine jobs available to them in the labor force. Nontraditional occupations are stressed. If training is needed, the women find out what courses are available to them and how they can finance the education. Before the end of the week, trainers have helped each woman choose a career path with specific steps developed to achieve that goal.

After the women leave the course, additional counseling is provided as needed. Mini-courses are offered in a variety of areas, such as job searching techniques, assertiveness training, and back-to-school/back-to-work advice. Clubs for divorced women and widows have been started by some of the clients who want to continue helping one another long after they have been working in their new jobs.

#### MATERIALS

Course activity handouts and significant reports from the project are available for \$7.00, the cost of reproduction and mailing.

#### OUTCOMES

From the beginning of the course work in September 1979 through June 1980, 124 women have been counseled, with 86 attending mini-courses. Many more women were counseled individually who chose not to pursue further assistance. Course evaluations from the clients indicate that the immediate personal counseling, goal setting, assertiveness training, and résumé and interviewing information were most helpful.

#### STAFFING

Opening New Doors is supervised by the Women's Center director, who coordinates the work of two part-time counselors and one part-time secretary. When regular personnel are not available, other Women's Center staff assist clients with immediate needs. The Opening New Doors project uses the Women's Center advisory board for assistance. Board members are all women employed in local industry and community agencies.

#### FUTURE DIRECTION

Because the project has been operating since January 1979, ample time has been available for changes. Much more counseling and career



information could be presented if the one-week courses were extended. However, clients rarely have time for more instruction, since they need to meet financial needs immediately. The mini-courses change regularly, according to clients' needs.

#### REPLICATION

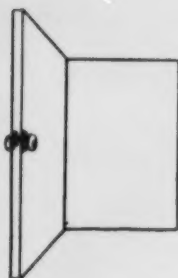
The State Department of Education, Office of Vocational Education funds the Opening New Doors project. In January 1979, \$9,061 was provided for the work. That has since been extended to \$17,153. Present staff is adequate for the counseling and instruction because other Women's Center staff assist with the work when necessary. Assistance from Greenville Technical College, such as housing, duplication, and public relations work, help the program to continue on its current funding.

#### Contact

Harriett Kessinger, Director  
The Center for Continuing Education for Women  
Greenville Technical College  
Greenville, South Carolina 29606  
803/242-3170

OR

Sex Equity Consultant  
912C Rutledge Building  
1429 Senate Street  
Columbia, South Carolina 29201  
803/758-3156



## OPENING NEW DOORS

• A PROGRAM FOR DISPLACED HOMEMAKERS

Administered by:  
The Center for Continuing Education for Women  
Greenville Technical College  
Greenville, South Carolina 29606  
242-3170, Ext. 602

# South Dakota Displaced Homemakers Program

## Program Summary

- Address:** Resource Center for Women  
620 S.E. 15th Avenue  
Aberdeen, South Dakota 57401  
605/226-1212
- Target Audience:** Displaced homemakers who have no paid work experience, have entered the labor market but need further training and skill development, or have completed advanced training but need assistance in gaining employment.
- Occupational Area:** The program deals with personal, exploratory and practical topics, such as values clarification, building self-esteem, skill assessment, career exploration, job searching, applications, résumés, and interviewing. Optional personal management topics include home, time, money, auto, health, legal issues, personal dress, and living alone.
- Description:** The program helps displaced homemakers learn to achieve self-sufficiency. It builds self-esteem and independence and encourages informal support groups so that participants have the resources to pursue their goals after they leave the program. Four-week training sessions teach participants assertiveness skills and techniques for identifying and securing suitable employment. An information and referral system offers a complete, timely, and accessible source of information on matters of concern to displaced homemakers.
- Outcomes:** About 43% of program participants are placed in jobs or training. Subjective evaluations indicate a positive growth in the self-esteem of participants.
- Funding:** South Dakota Department of Education, Division of Vocational-Technical Education: \$7,000; Department of Labor, CETA: \$25,905; Resource Center for Women, in-kind: \$7,402; Northern State College, Work/Study Student: \$2,288.

## Setting

Aberdeen, South Dakota, is a city of about 30,000 that is located in the Midwest's agricultural belt. Although the Aberdeen area has the third largest population in the state, the large farms in the area spread that population across great distances, causing many of the residents to live in relatively isolated situations. Fuel prices and shortages make these farm families even more isolated. There is very little industry in the area.

Aberdeen has two postsecondary institutions, Northern State College and Presentation College, and like many schools in the country they are finding that one third to one half of their students are reentry students, many of whom are displaced homemakers. The area has no vocational or technical training other than a beautician school.

In addition to the colleges, Aberdeen offers extensive counseling and social services. A large number of organizations, such as church-affiliated social services, mental health centers, campus groups, private agencies, governmental agencies, women's groups, professional associations, social groups, and independent nonprofit programs, address the needs of various segments of the community. However, none of these provide the specific job seeking information and skill development that displaced homemakers and other groups need.

## History

During the 70's, a group of Aberdeen citizens were drawn together by a common concern for women's issues. Through their efforts, a Resource Center for Women was established and incorporated in July 1977. The Center became active in providing an information and referral service as well as nonsexist educational workshops. Its reference library houses a circulating special collection that focuses on contemporary women's issues. A collection of free brochures, newsletters, and handouts supplements the information service and library. A satellite program, supervised by the Aberdeen Office of Lutheran Social Services, offers personal counseling.

But some of the people involved with the Center realized that the special needs of displaced homemakers were not being met by any of Aberdeen's social service organizations. They established a special advisory committee to design a program to address the needs of this group. The committee came up with a program plan to assist displaced homemakers acquire the competence to achieve economic self-sufficiency. The proposal was funded and incorporated into the services offered at the Center.

## Description

### OBJECTIVES

The Aberdeen Displaced Homemaker Program is designed to enhance the economic self-sufficiency of the displaced homemaker. The project provides:

- A variety of nonsexist, educational, vocational career planning, and personal/social experiences;
- An information and referral service to enable the clients to fully utilize any programs for which they might qualify; and
- Personal counseling from intake through to counseling regarding specific individual barriers.

### CHARACTERISTICS

The project serves displaced homemakers, defined as women 1) with no paid work experience, 2) who have entered the labor market but need further training and skill development, or 3) who have completed advanced training but still need assistance in gaining employment. Participants range in age from 18 to 75 years with a median age of 49 years. Over three-quarters of the participants are known to have a high school degree and over 30% have had some college.

### ACTIVITIES

The activities of the Displaced Homemaker Program began with the building of a system for disseminating information on the availability of project services. Major attention has been directed to publicity efforts to overcome the difficulty of motivating displaced homemakers to leave the home. The project coordinator arranged to have something about the Displaced Homemaker Program announced over the radio station's community events bulletin at least once a month. Through her efforts, feature articles have also appeared in the local newspaper. Since the local advertising papers are widely circulated among the displaced homemakers of the area, the project frequently runs advertisements. The project brochure presents a professional image and has been disseminated in large numbers.

The staff has displayed project posters in the usual places, shopping centers, stores, laundromats, and public buildings. Although staff members have also made presentations, sometimes using the film



"Who Remembers Mama?," at service groups, professional meetings, women's groups, and in private homes, they find that these efforts do more for satisfying the community's curiosity than for recruiting participants. On the other hand, one of the most dramatic and successful publicity efforts was the coordinator's appearance on a local television talk show, which is widely viewed by displaced homemakers.

The program offers seven different workshop series, which accommodate six to twelve participants each. A series lasts approximately four weeks and addresses three major areas. The "Personal/Who Am I?" section helps participants clarify personal values and build self-confidence; the "Exploratory/What Do I Want?" section provides skill assessment and career exploration; the "Practical/How Do I Get It?" section covers job searching, applications, resumes, and interviewing. Optional topics offered at the end of the workshop include personal management, issues concerning home, time, money, automobile, health, legal issues, personal dress and grooming, and living alone.

The coordinator developed the workshop format from materials she collected throughout the United States. She found that other programs were very generous in sharing their resources and experiences, saving her from unnecessarily duplicating materials.

The coordinator places major emphasis on the assertiveness component of the workshops. In an effort to stress the importance of and achieve substantial behavioral change, the coordinator has outside professionals provide the assertiveness training. These sessions deal with the reality of living alone and finding work. Once the participants have dealt with these issues and have practiced assertive skills by setting goals in their home situations, they are ready for testing, values clarification, decision making, and goals setting. The participants assess their skills and review career information to determine the feasibility of their career goals. The program overlays additional education and training options to complete the assessment/decision-making portion of the workshop.

The participants are then ready to move from introspection and theorization to action. As part of the workshops, the staff simulates job searching experiences, videotapes mock interviews, and helps the group critique the results. The tapes enable participants to observe body language messages, voice quality and speed, specific verbal responses, and the overall impression one creates. The staff also helps participants put together effective résumés. In cases where a participant has little paid work experience, they develop a functional résumé. This technique not only produces a professional résumé to present to a prospective employer but also delineates for the participant the number of marketable skills she or he actually has. The functional résumé approach further serves as a useful model for answering interview questions in a manner that stresses the displaced homemaker's actual experiences and abilities.

Before the end of the workshop series, all participants who are seeking employment register with the South Dakota Job Service Center. The series concludes with an optional life skills management component.

During the series the participants get to know each other and begin sharing transportation and making other interpersonal arrangements. These initial contacts develop into coffee sessions, singles meetings, and other joint activities, which develop into informal support groups. These group activities provide continued encouragement to displaced homemakers as they begin contacting potential employers.

The project does not provide placement services or job development but can use the South Dakota Job Services resources. Two project participants, however, have started their own temporary help service business and have successfully utilized several displaced homemakers. Similarly, the displaced homemakers have been delighted to acquire jobs, income, and experience through the temporary help service business. The program is also working to build a job network. Several participants have found jobs through verbal leads and the staff would like to establish a system that regularly channels these leads to the displaced homemakers.

In addition to the workshop series, the program provides an information and referral service. Clients can either telephone or walk in with their inquiries. The system provides the most comprehensive, timely, and accessible information in the Aberdeen area on topics ranging from legal and medical to financial and personal needs. The staff also counsels individuals, which can result in referrals to other local agencies or enrollment in the Displaced Homemaker Program workshops.

#### MATERIALS

The project coordinator endeavors to use existing resources whenever possible. Although no single resource has provided all the materials she needs, she has been able to draw from many resources to develop the program. She is gratified by the lack of professional jealousy and the generous response of those who are willing to share their resources. With these resources she has been able to develop files that address all appropriate topics. She has also used them to develop a "Course Outline and Objectives" syllabus. It covers the intake interview, workshops, individual follow-up, reminders to workshop leaders, and the workshop scheduling system. The project evaluation reports also provide valuable information on project design and methodology, activities, and results.

#### OUTCOMES

The project expects to have enrolled about 70 displaced homemakers in the workshop series by the end of the grant. Participants are primarily white women between the ages of 40 and 60. Four men and five Native Americans have attended the workshops.

While the project has no objective instrument to measure self-esteem, the feedback from clients plus the observations of the staff indicate a positive growth of self-image. Closely related is the increase of peer support that participants give to and receive from one another.

If early trends continue, about 25% of the participants will have started work at new jobs shortly after completing the program, while another 50% are actively interviewing. Of those who are interviewing, about three-fifths already have jobs but are hoping to acquire better positions. In total, about 43% are placed in either jobs or training. The coordinator was developing a 30-60-90-day follow-up system, but the project funds will probably cease before these data are collected.

The project also projects a minimum of 220 information and referral responses, based on the extension of their monthly statistics.

#### STAFFING

The project staff consists of one full-time coordinator, an office manager/secretary, and a graduate student assistant. The Department of Labor subsidizes the office manager's salary since it is a Public Service Employment position. The graduate student is someone engaged in a field work course at a local college.

Typically, the graduate student is pursuing an advanced degree in counseling and has had some volunteer experience with the women's center. The student receives course credit for performing the counseling. She or he usually conducts one of the workshop sessions, performs videotaping and other technical functions, and assists with workshop exercises.

The project staff does not facilitate the assertiveness training portion of the workshop. Two outside agencies have subcontracts to provide staff for these sessions. Volunteers staff the information and referral service under the direction of the office manager. The staff at the Resource Center for Women contributes to this effort as well as to other supplementary roles, such as reception work.

Since the Displaced Homemaker Program is not a permanent program, the coordinator did not set up an advisory committee. If she succeeds in institutionalizing the project model, she would like to have past program participants serve on an advisory committee. She feels that their experiences would make them a valuable information source as well as role models for the new displaced homemaker project participants.

#### FUTURE DIRECTION

As the available funds for displaced homemaker projects and CETA coordination programs wane, the project coordinator is attempting to develop alternative means for continuing displaced homemaker projects in South Dakota. In fact, it does not appear that there will be continuation funding for the project to operate for even another year.

The coordinator, therefore, applied for and has received a grant to implement and institutionalize the displaced homemaker program model statewide.

The Aberdeen project has acquired \$3,000 from the United Way, received a Humanities grant for purchasing media resources, and coordinates with a satellite counseling service. The coordinator has arranged for local business professionals to share voluntarily their experiences and advice with workshop participants. She wants to help others pull together similar, multiple community resources so that displaced homemaker programs can be started and/or continue to operate without special state and Federal grants. She believes that existing women's centers can provide convenient, suitable bases for displaced homemaker programs.

During her grant period, the coordinator has developed a model suitable for most South Dakota locations; it could be implemented with a minimum of revisions. By sharing her resources, course content, strategies, and expertise with others who are concerned with the needs of the displaced homemaker, she hopes to eliminate costly duplication of the development process and insure that communities are able to serve their displaced homemakers.

#### REPLICATION

The project coordinator recommends that similar projects begin by establishing their credibility in the community. If staff members are well known to social service agencies and the program is regarded highly, the number of referrals should be substantial. In addition, any feeling of rivalry or competition among agencies must be avoided. Necessary steps should be taken to encourage church and social service groups to make referrals. After all, even though most participants are pleased with what the project has done for them, they are not generally in contact with enough people to be a significant source of referrals.

The participants and staff feel that the assertiveness training sessions provide a vital foundation for the skills taught in the course. Closely connected is the need for the program to encourage and support the participants, helping them develop self-confidence. Although not part of the formal program activities, informal support groups develop naturally out of the associations formed during the four-week training. These groups provide continued encouragement after the workshop series is completed.

Participants value the résumé writing session; some said that they would not have thought to bring a résumé to an employer had it not been for the displaced homemaker program training. They prefer activities with a minimum of writing and favor verbal evaluations to written ones.

The coordinator recommends designing a program that is not overly structured--flexibility is necessary to accommodate all participants. She has found that a loose-leaf notebook of materials provides



needed flexibility. She prefers resources that she can easily adapt and has found it especially important to have a variety of values clarification instruments. She also encourages programs to borrow and adapt existing materials.

Although the training is serious business to the participants, the coordinator finds that using humor and light touches is highly effective. However, she stresses the need to protect the privacy of each participant. She also sees a need to develop services for displaced homemakers who can only get away from families and work to attend training in the evenings. A special problem for programs in rural areas involves providing services for those homemakers who are isolated and live considerable distances away from the training site.

The coordinator purchased the Eden Ryl film, "You Pack Your Own Chute." Although expensive, it has been a highly effective means of stimulating the training sessions. But while the program is designed to motivate the displaced homemaker, it strives to build independence. The coordinator stresses the importance for staff members not to be overly protective. Rather, they should strive to help a participant develop her or his own job finding skills and build the personal strength needed to accomplish any goals.

### **Contact**

Mary Hayenga  
Displaced Homemaker Project  
Resource Center for Women  
620 15th Avenue, S.E.  
Aberdeen, South Dakota 57401  
605/226-1212

OR

Larry Lyngstad  
Equality in Vocational Education  
State Department of Education  
State Office Building No. 3  
Pierre, South Dakota 57501  
605/773-4714

## Basic Electronics and Television Repair

### Program Summary

- Address:** Greeneville-Greene County Schools  
Vocational Center  
Route 3, Box 48  
Greeneville, Tennessee 37743  
615/639-0171
- Target Audience:** Female assembly-line workers.
- Occupational Area:** Trade and Industrial (Electronics).
- Description:** The program trains internally recruited assembly-line workers to fill television repair vacancies for a local company.
- Outcomes:** After 266 hours of training, 25 clients received substantial raises in hourly wages and filled vacant television repair positions in the company. Four people received promotions in salary position. Nineteen people increased from labor grades 4, 5 and 6 to labor grade 10 (approximately \$1.00 per hour increase). Two people remained in their previous positions.
- Funding:** The entire cost was approximately \$3,400. Seventy percent of this was funded by adult vocational education monies and 30% was the local contribution.

## Setting

Located amid the rolling hills of eastern Tennessee, the Greeneville-Greene County schools serve what is essentially a rural and small town area. Jobs are generally service related, consisting mainly of small, family run businesses. Over approximately the past 25 years, a number of big-name electronics firms have also established themselves in the area, making companies like Magnavox among the largest employers.

The combination of location and limited horizons for women in this setting seems to result in early marriages and pregnancies and a consummate lack of saleable skills. However, to supplement family income, most women must work. Those without skills often end up working in electronics assembly plants.

## History

Observing this pattern of early marriage and low skills and how it adversely affects women in the factory, the project director, a former electronics industrial executive, sought to effect a viable linkage between the vocational-technical school and industry. Learning that from time to time there were crucial needs in the Greene County Magnavox plant for television repairers, he aggressively sought out industrial cooperation and vocational training monies to fund a television repair course for primarily female assembly-line workers.

Prior to this repair program, Magnavox was forced to bring in the necessary technical people from outside the immediate area. In addition to increased company expenses, in the case of an eventual decrease in the work force (a fairly regular occurrence), these trained repairers would be let go, because they did not hold sufficient plant seniority. By recruiting people within the plant, mostly women, from senior assembly-line workers for the television repair positions, the company would have people on hand at all times. During slow work times, these people could go back to other positions in the plant.

In addition to training television repairers, the project director saw the opportunity to add an electronics program to the school's offerings. As its contribution, Magnavox agreed to donate the necessary equipment to the school.

## Description

### OBJECTIVES

The purpose of the program was to train internal, non-skilled employees of the Magnavox Consumer Electronics plant as television

repair technicians. In the process, Magnavox was solving a labor problem, and several women and men received the opportunity to advance into better jobs.

## ACTIVITIES

Perhaps the biggest task of the program was to recruit prospective participants, as the thought of enrolling in an electronics course after being out of school for 10 to 15 years was frightening to many. Ultimately, however, enough realized the logic of such a program. As one program participant explained: "I looked down there at the [present] t.v. repairers. They're sitting down there making grade 10 pay, and we're doing most of the work."

Finally, 29 students (18 women, 11 men) enrolled in the course, which consisted of three weekly evening sessions, each four hours long for a period of six months. The first three weeks focused on math and basic electronics skills and gradually worked into class sessions consisting of approximately half lecture and half laboratory work. This type of learning situation helped the students to acquire enough electronics principles to understand what they were doing on the assembly line at the plant and further their understanding of the repair of televisions.

The students used two texts, Basic Electronics and Basic Television Principles and Servicing by Bernard Grob (fourth edition). Topics covered included circuits and components, transistors and integrated circuits, and circuit analysis.

## MATERIALS

Televisions were donated by Magnavox Consumer Electronics. The project purchased other needed electronics materials. No written materials were produced.

## OUTCOMES

Twenty-five students completed the six-month course in basic electronics and t.v. repair. Of these, four people received promotions in salary positions, while nineteen people increased from labor grades 4, 5 and 6 to labor grade 10 (approximately \$1.00 per hour increase). Two people remained in their previous positions.

One of the program participants was hired by the Tennessee State Division of Vocational Education Industrial Training Service as the adult training supervisor. Her responsibility is to teach two, three-hour job orientation courses per week for people who are interested in working at Magnavox and sign up for this course at the Department of Employment Security.

Program participants exacted great satisfaction from their experience as evidenced by advice to other people who might be considering taking a



similar course. "I don't know why all those women in the class were so afraid to take the course," one person explained. "As far as I can see, women can do this job just as well as men."

#### STAFFING

Two course instructors facilitated the six-month course. The project director handled the paper work and arranged for classroom space at the vocational center at no cost to the project.

#### FUTURE DIRECTION

The course will be repeated as needed.

#### REPLICATION

As stated previously, Magnavox Consumer Electronics donated most of the equipment. A similar arrangement with a firm would keep down program costs.

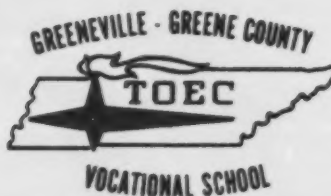
In recruiting students, program staff stress the importance of letting people know what they can do for themselves. This point is particularly salient when one views the low program budget (\$3,400) with which this program operates.

#### Contact

Floyd Sellers, Director of Vocational Education  
Greeneville-Greene County Schools  
Vocational Center  
Route Three, Box 48  
Greeneville, Tennessee 37743  
615/639-0171

OR

Equal Vocational Opportunity Coordinator  
Department of Education  
Division of Vocational-Technical Education  
213 Cordell Hull Building  
Nashville, Tennessee 37219  
615/741-3059



# Professional Truck Operations

## Program Summary

**Address:** Texas State Technical Institute - Amarillo  
P. O. Box 11035  
Amarillo, Texas 79111  
806/335-2316

**Target Audience:** Men and women ages 18 to 63 years.

**Occupational Area:** The program covers the theory and practice of safe, efficient truck operation. Some of the topics covered are weight laws, ICC regulations, inspection procedures, diagnostic guidelines, mechanical operations, proper attire and comportment, accident reports, carrying hazardous materials, maintenance requirements and the ten basic systems (engine, electrical, fuel and exhaust, engine lubricating, cooling, power transmission, braking, steering/front axle/springs, hubs/wheels/tires, and fifth wheel/trailer assembly).

**Description:** This is a competency-based program that awards a certificate upon successful completion of course requirements. The typical student takes nine weeks to progress through the beginning, intermediate, and advanced levels. Special effort is made by the entire staff to encourage students who lack self confidence, driving skills, and past work experience. The program addresses the special considerations for women entering the field of truck driving. Students spend a large amount of their time in driving various trucking equipment to build their skills and confidence. Classroom sessions use lectures, discussions and multimedia to cover theory, technical systems, psychological issues, regulations, and safety procedures. A student must earn a commercial driver's license, pass a written exam, exhibit competence in driving 10 and 13 geared diesel equipment, and pass the DOT road test.

**Outcomes:** About 40% of the students in the program are female; approximately 81% of the students are placed in jobs in the trucking industry.

**Funding:** Texas State Legislature Appropriations: \$137,320.  
Texas Education Agency, Division of Vocational Education and Technology: \$11,281.

## Setting

On 1,600 acres of a former air force base in the heart of the Texas panhandle is a technical institute that prepares students for jobs after graduation. Texas State Technical Institute (TSTI) in Amarillo offers 18 occupational/technical programs, and in 1978-1979 placed over 81% of their graduates in their primary fields of training. The TSTI Amarillo campus, one of four technical institutes funded to meet the work force needs of Texas, was established in 1970.

Together, the four technical institute campuses have a combined enrollment of 6,500 full-time students. About 100 full-time programs are offered plus special short-term preparatory or up-grade (continuing education) training programs. In addition to the more traditional fields, such as aircraft mechanics and electronics, TSTI offers programs like saddle and tack making and professional truck operations.

Amarillo is a city of about 150,000 with an unemployment rate of approximately 3%. The population is characterized as having strong, positive work attitudes. Many manufacturing industries are currently moving into this area that historically has been predominated by beef, oil and gas production. Interstate 40 brings about 600 trucks an hour through Amarillo. Some of these truck drivers got their start in TSTI's Professional Truck Operations Program.

## History

In 1974, owners and managers of a few local freight transportation companies contacted TSTI. They were interested in a short-term program to train second drivers for the trucking industry. The companies wanted to hire those who successfully completed the program. They donated the use of their trailers, the school located two suitable tractors, an instructor was selected, and the program was begun. The program's success, coupled with a growing demand for trained drivers, indicated a need far exceeding expectations. By September of 1975, the program was established as a regular credit program with a budget of \$27,000 and maximum enrollment of 15 students.

The program continued to grow and currently operates from a classroom/office facility that was part of the original air force base. A separate building stores vehicles and a truck-driving simulator. The first phase of driving instruction occurs in the yard between the two buildings. As the student progresses, intermediate driving skills are developed by using on-campus routes across the 1,600-acre site. Experienced students assist in transporting materials and equipment for TSTI and other public agencies; these assignments include both in-town and over-the-road trips. Although new classroom and shop facilities are presently under construction at TSTI, the driving instruction will continue to be conducted in the same manner.

## Description

### OBJECTIVES

TSTI provides vocational training in many fields that have been traditionally male-oriented professions. The administration and faculty sought ways to provide support services and counseling for the women and displaced homemakers who were entering TSTI programs. They planned to recruit these women into nontraditional fields by informing them of the opportunities and support service plans to assist those who chose to enroll in TSTI programs. At this time, only funding for the support services effort has been awarded. Currently, the goals of the support services effort are:

- To assist women in assessing the full range of benefits and disadvantages of a vocational field;
- To provide counseling to displaced homemakers and other women entering nontraditional disciplines, enabling them to make a successful transition into their chosen vocational programs; and
- To prepare women for the realities of nontraditional work settings and job requirements of their vocational field.

### CHARACTERISTICS

The truck drivers program is a postsecondary program with a minimum age requirement of 18 years. Students who have not completed high school are encouraged to pass the GED examination, although some do complete the program and/or accept a job prior to obtaining a high school degree. Other students have postsecondary degrees, indicating a wide range of educational backgrounds. About 40% of the students are women. The program is offered in connection with local industry, helping them satisfy their needs for competent personnel in jobs ranging from city pick-up and delivery to the nationwide, long-haul operations. Special enrollments and placements have been arranged for physically disabled persons and ex-offenders who indicate promise of success. Successful graduates who previously had found it difficult to obtain employment have found jobs after completing this program.

The course covers yard and dock operations, highway driving, equipment maintenance procedures, fire and safety training, and Department of Transportation (DOT) road and written examinations. Most training is individualized, and the staff provides informal counseling to each student as needed.

### ACTIVITIES

The first Monday of each month brings a new group of about 20 students to the Professional Truck Operations building on the TSTI campus. Most have spent a lot of time planning their career in the



trucking industry and have waited several months for an opening in the program. Because they come from all over Texas and the United States, many will live on campus during the training. These new students typically have learned about the program through word of mouth. Former students have told of exciting, well-paying jobs that they acquired after completing the program. Some students were referred to TSTI by potential employers -- trucking firms that have been highly pleased with program graduates they hired. Some companies have such high confidence in the school and such a great need for drivers that they have agreed to provide student loans. A large number of the women in the program have financial assistance and/or the promise of a job offer after completing the training.

The competency based, individualized curriculum is well designed for the new students. Those who are returning to school after some time out of the classroom are more at ease when they learn that the instruction will accommodate their pace and needs. The ongoing counseling and regular encouragement from the instructors reinforce the program's philosophy that all students can succeed. In fact, a widely diverse group does succeed -- from a young race car driver with undesirable speed shifting habits to a retired nurse who wants to join her husband as a second driver to a determined housewife who has only driven a car with automatic transmission.

Although the minimum time for completing the course is six weeks, more typical students complete the curriculum and earn the program certificate in nine. During the first week of instruction, students work to acquire a commercial driving license, which permits them to operate a three-ton gasoline vehicle. Another early requirement is a physical examination.

The students soon move to a 10-speed diesel truck and gradually learn tractor-trailer coupling and uncoupling procedures. Classroom work during this period includes the theory and procedures underlying the driving skills, as well as application and interviewing techniques, Interstate Commerce Commission (ICC) regulations, weight laws, inspection procedures, diagnostic guidelines, and other information relating to mechanical operations.

The students also receive technical instruction on maintenance and preventative techniques. They cover the ten basic systems -- engine; electrical; fuel and exhaust; engine lubricating; cooling; power transmission; braking; steering, front axle, and springs; hubs, wheels, and tires; and fifth-wheel and trailer assembly.

The students take one course in the Psychology Department at TSTI. They examine and discuss practical situations that relate to future job situations. For example, how to handle an unsympathetic dock supervisor when you have been forced to wait at a loading dock for an excessively long period of time.

The instructors discuss special issues in nontraditional work with the female students. They stress the need to establish a businesslike approach at the beginning of each job, thus overcoming the mistaken expectations regarding female drivers many men have who work in a traditionally male field.

When students move into the intermediate phase, they spend time increasing their proficiency in the operation of 10- and 13-speed equipment. They must become proficient on the simulator, drive with loaded trainers, and exhibit skill in road maneuvering. At this stage, the drivers are shifting and clutching more smoothly, bringing the trucks around corners with more assurance, and are able to safely change lanes and pass other vehicles and obstacles. Students are also exposed to sample forms, familiarizing them with the paperwork required on the job. Students are taught and practice first aid techniques and fire and accident procedures.

During both the beginning and intermediate phases of the program, students must work on Department of Transportation materials dealing with Federal motor carrier safety regulations. Topics include qualifications, safe operation, accident reports, maintenance, and transporting hazardous materials. Students are required to pass a written examination before progressing to the advanced phase of instruction.

As advanced students, they prepare to qualify for entry-level trucking positions. About 2,000 miles of highway driving are logged, including one over-the-road trip designated by TSTI and public agency transportation needs. Every effort is made to control road/travel expenses so that all students can participate in a real-life, long-haul experience.

The instructors work closely with the students and are able to assess when a student is ready for passing the DOT road test. By taking the student on a "dry run," an instructor is able to test the driver under more relaxed conditions. After this "dry run," many an apprehensive student has been delighted to learn that she or he has just finished the test and has passed with flying colors.

The director devotes about two hours a day to recruitment and placement efforts. A highly successful recruitment technique has been the director's participation in career day programs that are held at schools throughout the area. The director locates a steel school desk for use in his presentation and amazes the students when he tells them that a minimum of twenty trucks are necessary to transport the materials and parts needed to construct it. The director uses this introduction to explain the variety of trucking equipment.

Students who attend career day programs are also told about more specialized driving assignments, such as transporting drilling rigs, hazardous materials, and atomic weapons. The session often includes a discussion of opportunities to advance from truck driving into

management, permitting the students to consider the full range and variety of positions available in the trucking industry.

The director also maintains excellent relations with the industry, usually through daily telephone calls to companies. This constant communication results in outstanding placement statistics. One trucking firm has hired 60% of its fleet from TSTI graduates. Also, past graduates working in the trucking industry often request a TSTI graduate as a second driver.

Special problems, such as physical disabilities, criminal records, or drug use, are discussed with the employer prior to placement to increase the probability of successful employment. The director has established such an excellent reputation with the industry that his recommendations regarding these special students are usually accepted without question.

The direct contact with the trucking industry also results in employer referrals of inexperienced job applicants to the TSTI program. Many times a female who wants to break into this nontraditional field can secure a job offer for a position under the stipulation that she first acquire training at TSTI.

A night session is offered to accommodate students who have work or homemaking commitments during the daytime. Classes meet from 6:00 PM to 11:30 PM (or later) three nights a week for about 16 weeks. Day students have access to an inexpensive day care center. Every possible effort is made to assist and support students in their efforts to earn the Professional Truck Operations certificate.

#### MATERIALS

A course syllabus has been developed covering the technical course objectives and content. Curriculum revisions at TSTI are handled twice each year. A task analysis determines the suitability of any proposed change. The program advisory committee, which includes members from local industries, must endorse any changes before they are implemented.

The campus printing technology program provides design and printing services for the production of a glossy, four-color process brochure. The brochure describes the program and features graphics and photos of trucking equipment. A newsletter, "Black Smoke," keeps the advisory committee and other interested readers updated. It announces appointments to the advisory committee, expresses appreciation for individual contributions, and updates information on staff and students.

In response to student interest, the program plans to design a patch. It may be designed for a cap or worn on a jacket. This emblem will identify students in the program and strengthen group and program solidarity and spirit.

One trucking firm has prepared a student packet that explains how to enter the trucking industry, which includes a description of the Professional Truck Operations program. The firm and TSTI distribute the packet in response to inquiries.

#### OUTCOMES

To date, over 700 students have received certificates; no more than 8 have been unsuccessful in completing the program. The director has successfully obtained waivers for three students with major physical disabilities. They are now employed in the industry. Two ex-offenders were also employed on the director's recommendation.

Not many educational programs do their follow-up evaluations with citizen band (CB) radios. But graduates of TSTI are unusual in that they are often driving down the nation's highways talking over their CBs. Furthermore, 20-30% of the program graduates drive through Amarillo and stop off at their alma mater to update their friends on the staff as to how things are going out on the road. The former students know they are welcome to stay in the dorm for \$2.00 a night. Their experiences are a rich source of evaluation data. The director encourages each graduate to send a photo and let the staff know how things are going.

A follow-up questionnaire has received nearly a 30% response. Each student's file is updated with employer and salary information. Phone calls, letters, and personal visits substantially increase these data. A five year follow-up is now commencing.

The reputation of the program in the industry spreads through the informal network at truck stops, in professional publications, and through newspaper coverage. A 1980 report on TSTI in a nationally syndicated newspaper column has brought many student enrollments and new employer placements. There is a great demand for short-term training courses that lead to well-paying employment. The Professional Truck Operations program can point with pride to an 81% success rate in placing graduates from just such a program.

With the success of this program, additional instructors have become aware of the need to increase equal access and have received technical assistance in developing their programs. This has resulted in increased enrollments of women in other training areas such as auto and space mechanics.

#### STAFFING

The manager of instruction designed the support services and is accountable for administering them. Approximately 5% of his time is directed toward the Professional Truck Operations program. The full-time director works under the manager's broad guidelines and is responsible for meeting program and campus objectives. In addition, there are three full-time instructors. All staff members have extensive truck driving



experience, have developed excellent relations and personal contacts in the industry, and communicate great enthusiasm for trucking. The four-person staff largely provides the extra counseling, support, advice, and encouragement to females in the program.

The program has a very strong, successful advisory committee. The program director uses his personal contacts to identify candidates who are interested and willing to serve for a one- or two-year term. The committee members are very positive and supportive, wanting to see this program continue. When the program has a special need, their companies often lend pieces of equipment or make repairs. They donate equipment when possible. They are strong advocates for the program among their colleagues, and the firms they represent are key employers of program graduates. The members' wide range of experience and variety of businesses are an excellent source of information for students.

#### FUTURE DIRECTION

The manager of instruction would like to acquire additional funds to implement an outreach program and tutorial services, allowing more women and other special populations to benefit from the program. An increase in vocational education funding is needed to arrange for new equipment. Students and employers both agree that one of the most valuable components of the program is the substantial number of actual driving hours on the road. More equipment means more driving time, and more driving time means more experienced graduates. An insufficient fleet of trucks and loss of trucks due to breakdowns threaten this part of the program. While industry supporters and on-campus resources can assist in repairing equipment breakdowns, they cannot compensate for the loss of driving time. Additional equipment would expand the number of driving hours under normal conditions and provide a back-up to maintain basic driving hours during breakdown periods.

Since the program consists of a broad range of students, there is a need for a variety of educational materials. Although films and media are currently used, funds to purchase additional nonprint materials would benefit many students.

The program will soon move into the new facilities. The modern buildings will provide a handsome, efficient educational setting. After the move, the manager of instruction would like to expand the curriculum to include preparation for work as a warehouse or terminal operator/manager.

#### REPLICATION

The Professional Truck Operations program has been successful in recruiting, training, and placing women in this nontraditional field, in part because the industry is now providing job opportunities for women. Trucking companies have found that a male-female driving team reduces down-time with the equipment and the team can be as much as 50% more productive than a traditional team. Female graduates of the program have

caused less wear and tear on the trucks, since they are careful to perform a thorough check and will not leave until any irregularities are repaired. They have been careful to protect the equipment, keeping it clean and driving at appropriate speeds. Women are skillful in using supplemental equipment to move heavy objects and are not limited by heavy loads.

The major funding for the program is a line item appropriation directly from the Texas state legislature. Although the \$137,320 budget has not kept up with inflation, equipment requirements, and student enrollment demands, this budget does provide a relatively stable basis from which to operate. An additional \$11,281 grant helps pay for staff time set aside for support services for women.

The program meets the special needs of many women, providing short-term training and a high percentage of job placements. Unfortunately, first year start-up costs are a minimum of \$500,000. It is imperative to acquire late model equipment so that graduates are prepared to enter current work situations. The staff has learned that financing equipment over three years instead of four saves a substantial amount in interest costs.

The instructors in the program must have a combination of special qualities. They must be empathetic counselors, patient teachers, successful truckers, job developers, industry liaisons, skilled instructors, and compatible team members -- all rolled into one. They have to enjoy what they are doing to compensate for the long hours and loss of trucking industry income. It is desirable to have at least one woman instructor on the staff; however, the salary issue plus a requirement of three years experience makes this goal difficult.

The director must be skilled at negotiating lease purchase agreements, developing special financial arrangements, and acquiring loans and gifts. He or she must be especially skilled at developing industry contacts and establishing an excellent reputation with them. By placing students in appropriate positions, the director helps to insure that the employers are pleased and that the graduates are happy in their new careers in the trucking industry.

### **Contact**

Ronald DeSpain, Manager of Instruction  
Texas State Technical Institute - Amarillo  
P. O. Box 11035  
Amarillo, Texas 79111  
806/335-2316

OR

Dr. Cecil Yvonne Wright  
Coordinator for Equal Access to Vocational Education  
and Technology  
Texas Education Agency  
3002 Maple Lawn Circle  
Austin, Texas 78701  
512/475-3129

## PROFESSIONAL TRUCK OPERATIONS



# Vocational Education Program to Reduce Unemployment Rate of Youth and Sex Stereotyping in Vocational Education in Urban Areas

## Program Summary

- Address:** El Paso Public Schools  
6531 Boeing Drive  
P. O. Box 20100  
El Paso, Texas 79998  
915/779-4093
- Target Audience:** Disadvantaged and handicapped senior high school students who require additional worksite training to prepare for unsubsidized employment.
- Occupational Area:** The program includes distributive education, vocational office education, health occupations, home economics cooperative education, and industrial training (auto mechanics, welding, printing, electrician electronics, drafting, dental assisting, dental lab, medical lab assisting, and nurse's aide). Special programs are available for low academic achievers and handicapped students.
- Description:** The program provides disadvantaged and handicapped students with counseling, instructional programs, and paid worksite training to provide a smooth transition from school to work. Employers agree to train students, while the CETA program subsidizes the complete cost of the students' wages. After the student learns the job skills and becomes a productive employee, the employer takes over the cost of the student's wages.
- Outcomes:** The program has been successful in placing students that would probably not have been employed without the CETA subsidy. Employers assumed the wages of fourteen students before the end of the contract since the students were already functioning as successful employees. A substantial percentage of students were retained as regular employees after graduation. The program has experienced some success in establishing nontraditional job placements.
- Funding:** Texas Education Agency, Department of Occupational Education and Technology: \$33,215.12; Department of Human Services, Comprehensive Employment and Training Act: Minimum wage for 327 participants, 15 hours per week for a maximum of 32 weeks.



## Setting

Situated along the Mexican-United States border, El Paso, Texas is the country's largest port-of-entry city. Its population of over 400,000 almost merges with its Mexican sister city, Juarez. These sister cities have a complex socioeconomic relationship. United States firms are often eager to turn to Juarez to capitalize on the low labor costs that are available just over the border. A high percentage of El Paso residents are Hispanics; many have limited English speaking abilities and are economically and/or educationally disadvantaged. This problem is increased by the large number of aliens who cross the border to live in El Paso. The result has been an unusually high rate of unemployment among residents in the 18 to 25 year old age bracket. For disadvantaged youth, the unemployment rate approaches 35%.

The El Paso Independent School District addresses the educational needs of approximately 15,000 high school students. The ethnic background of the students is roughly 65% Hispanic, 30% white, 4% black, and 1% Asian. Eight high schools provide as many as 25 Vocational Cooperative Programs (for regular students) and eight Vocational Adjustment Coordinator Programs (for the handicapped).

## History

In the El Paso Public Schools, the Vocational Cooperative Training programs provide students with the opportunity to pursue paid work experience for about four hours during the school day. They are placed in vocational work settings, such as auto mechanics, printing, secretarial, electronics, business, and dental lab work. The student participants usually have had skill development at a technical school and are sufficiently confident and competent to begin training in an entry-level position.

Although this cooperative training program has provided an excellent transition to the world of work for many of El Paso's students, it has been insufficient to alter substantially the youth unemployment rate. Students with limited English-speaking abilities, deprived family economic situations, physical and mental handicaps, and nontraditional career goals have not always had the confidence or skills required to secure work experience and employment.

During March 1979, North-Texas State University conducted a workshop for vocational educators and CETA personnel. The Texas Education Agency funded this effort to develop ideas on vocational education and CETA linkage. The administrators in El Paso Public Schools quickly recognized that this workshop could provide them with some approaches for addressing the special needs of their students.

At the workshop, educators, CETA personnel, and business representatives brainstormed about ways to address training and employment concerns. They decided that if CETA could provide monies to pay salaries for low-income and handicapped students, then employers would be more motivated to provide entry-level positions and training for those students who might require more time and effort from the employer.

With this preparation, El Paso educational policymakers contacted CETA personnel to explore specific linkage possibilities. As a result of these workshop and exploratory activities, the El Paso Vocational Department and the Department of Human Development CETA office planned a proposal to obtain CETA-financed student stipends. A second proposal was submitted to the Texas Education Agency for funding to hire a coordinator/liaison person to manage the program. Both proposals were funded, and El Paso prepared for the first phase of the program in 1979.

## **Description**

### **OBJECTIVES**

The program helps target students make a smooth transition from school to work. Specifically, the project goals are:

- To identify 120 in-school youth who are economically disadvantaged and/or have limited English-speaking ability and are in need of special programs;
- To provide counseling and instructional programs that will provide smooth transition from school to work and reduce sex stereotyping in the labor market;
- To develop support and linkages with the private industrial and business community and the CETA office; and
- To provide disadvantaged and/or limited English-speaking individuals with job placements.

### **CHARACTERISTICS**

The program was originally designed for disadvantaged and/or handicapped junior and senior high school students. Female students were included in representative numbers and placed without regard to traditional sex role stereotyping and in accordance with the students' preferences. During the first year, the CETA office imposed restrictions prohibiting juniors from participating.

The El Paso Cooperative Programs offer experience in the fields of distributive education, vocational office education, industrial training, health occupations, and home economics cooperative education. In

addition, special programs are available for low academic achievers (Coordinated Vocational Academic Education--CVAE) and handicapped students (Vocational Adjustment Coordinators--VAC). Most of the students placed in the VAC program are classified as learning disabled, educable mentally retarded, visually impaired, or emotionally disturbed.

## ACTIVITIES

The program coordinator works closely with the teacher-coordinators involved in the vocational cooperative education programs and with CETA personnel to achieve program goals. The teacher-coordinators identify students qualified to participate in the student wage subsidy program. Students must either fall under the CETA guidelines for family income level or be handicapped. Students are referred to the program coordinator to discuss the advantages and guidelines of the program. If a student agrees to the conditions, she or he can begin the process of entering the program.

For each student participant, the CETA office requires an official application form, accompanied by copies of birth, baptismal, or legal alien papers; a document to verify a student's address; and verification of family income level.

Next, teacher-coordinators find employment work sites for participants. Often, they have already developed working relationships with El Paso employers and only have to refer to employers' past experiences with students to place the CETA-subsidized students. The employers understand these students may require additional training time to master all the job requirements. To compensate for this extra training time, the employer receives the student labor at no cost; the CETA program pays all of the student's stipends.

The El Paso school system operates a three quarter program. CETA students are allotted two quarters of training at 15 hours per week, with the exception of the handicapped students whose program runs from October 1 to the end of the school year. At the end of the training period, promising students are placed on company payrolls. Students who progress more rapidly, becoming productive workers prior to the end of the training period, may go on company payrolls earlier.

In conjunction with the job training, the students normally attend three classes each day so that they meet high school graduation requirements. Students with limited English-speaking abilities also attend special English courses. All students take the vocational cooperative education class, which covers career options, positive self-images, communication and math skills, positive work attitudes, job skills, the operations of the free enterprise system, and sex role stereotyping attitudes. All students are instructed in job hunting, filling out job applications, writing personal résumés, and job interviewing. In addition, individual study guides are available in areas pertaining to a student's specific job.

Counselors attempt to counter any sex role stereotyping that may persist in either educational or work settings, although they have found that employers are willing generally to accept nontraditional student placements. More often it is the students themselves who are reluctant to pursue nontraditional options that the employers are offering. A number of them, however, have been placed in nontraditional fields, providing a model for more hesitant students.

Many of the students lack confidence and, consequently, are not strong candidates during an employment interview. This situation prevails particularly among the handicapped students. Counseling services designed to build student self-confidence supplement classroom exercises.

The program coordinator handles the day-to-day problems that are sure to arise when 327 students are placed for the first time in a formal work setting. In general, he insures that the paperwork is handled smoothly and efficiently, coordinates the flow of program resources; monitors the quality of training worksites, arranges adjustments in work placements, and handles certain administrative tasks as required by the program. He even helps students with their transportation problems, if need be.

#### MATERIALS

The program was not designed to produce any materials. However, the Annual Report provides valuable information for educators interested in replicating the program. The appendices include details regarding program objectives, procedures for implementing the objectives, personnel requirements, and budget breakdowns. The body of the report presents statistical outcomes of the program, discusses problems encountered, and offers some suggestions and/or solutions to those problems.

#### OUTCOMES

Data collected for three phases of the project (Summer 1979, School Year 1979-80, and Summer 1980) have been analyzed to show the number of students that employers retained after graduation from the CETA-subsidized Vocational Cooperative Program. Looking at School Year 1979-80, for example, from a total of 60 disadvantaged females and 27 handicapped females, 88% and 74% respectively were retained. During Summer 1980, 37 disadvantaged and 7 handicapped females participated in the program, and 87% and 71% respectively were retained.

Since the CETA program is designed to move students into the world of work, some students lose their incentive to move on to postsecondary education. However, after their worksite experience, some students decide to pursue advanced training to improve their work options.

The retention figures are especially impressive when contrasted to student employability skills prior to entering the program. Teacher-coordinators and vocational counselors characterized many of the 327 participants as having no chance of being hired, had the employers been



required to pay minimum wages for these students' working hours. The subsidy program converted many formerly unemployable students into workers that employers were willing to retain at their own expense. In fourteen cases, employers even picked up the cost of student labor before the contract period had ended.

The placements in nontraditional fields has primarily been limited by student unwillingness to try nontraditional jobs. However, the program has made some progress in overcoming sex role stereotyping in vocational career placements.

#### STAFFING

A full-time program coordinator manages the program. He is responsible for developing agreements and guidelines, monitoring the quality of training worksites, coordinating the efforts of teacher-coordinators, writing reports, and generally insuring that the program runs successfully. He is assisted by a full-time secretary. Although the salaries of the teacher-coordinators are not covered by the grant, they do identify student participants, develop job sites, teach the vocational cooperative courses, monitor student progress, and execute paperwork requirements. The program could not run on the same scale without them.

An 11-member advisory committee was created for this program. The members include representatives from business and industry, CETA personnel, and a member of the El Paso Chamber of Commerce. By making informal presentations or explanations to their business and social contacts, they spread support for the program in the El Paso community. They are also a valuable asset in finding job sites for student participants.

#### FUTURE DIRECTION

During the contract negotiations for the 1980-1981 school year, the CETA office notified the program manager that Federal guidelines require that a participating student be rotated every two weeks to a different job site. The El Paso vocational cooperative program provides exploratory career experiences in the classroom; however, they have found it impossible to persuade employers to accept a new student trainee every two weeks. Under the two-week system, the employer never derives the benefits of a trained worker. Instead, the employer is always in the position of spending valuable time training someone who then moves to another job and is replaced by another novice.

Even if it were possible to arrange two-week training periods, the first years' experience indicated that many of the handicapped students require over two quarters to master essential job skills. The two-week experience could not possibly lead to an unsubsidized job for such a student, and the program retention statistics would plummet. However, the Federal regulations that contain this two-week stipulation are firm.

As a result of this impasse, the El Paso program is currently working with the Private Industry Council (PIC), a Title VII-funded agency. The program provides on-the-job-training (OJT), which is directed toward full-time, unsubsidized employment after graduation. PIC determines the length of training time and reimburses the employer for half the student's salary during this training period. The total number of hours of OJT are spread over the entire school year and are based on Department of Labor training specifications. Participants are typically seniors, and they continue the system of taking the vocational education cooperative course and other classes required for graduation.

#### REPLICATION

The director of the El Paso program feels that the most important key to success is having a full-time coordinator to manage the program. A program especially benefits from having a coordinator who thoroughly understands CETA requirements. A new program could benefit from the coordinator's talking with other experienced personnel, such as a CETA program manager and staff. Good relations with the CETA office are essential in order that possible problems can be averted or reasonable solutions can be found. For example, a CETA regulation required that the student application form be accompanied by copies of the birth certificates, baptismal certificates, legal alien papers, or notarized verification of this information of all family members. The program coordinator was able to obtain consent to simplify this documentation procedure, arguing that the school file for each student contains a copy of the student's birth certificate.

Although the CETA proposal only allowed for 15 hours per week of student work time, the staff recommends that a minimum of 20 hours be scheduled, if possible. Employers feel that in three hours a student is barely getting into the swing of the job before having to pack up and leave. The staff also feels that during holidays, such as Christmas vacation, the students would benefit from working a full, eight-hour day.

In order to acquaint CETA personnel with some aspects of the El Paso Public Schools Vocational Cooperative Education program, the staff invited the CETA director and assistant director to an introductory tour of the vocational facilities and luncheon. The CETA personnel had an opportunity to meet program staff as well as cooperative teacher-coordinators. Program materials were displayed and the regular and technical school systems were explained. The special program for the handicapped, Vocational Adjustment Coordinator (VAC), was presented along with the vocational cooperative program. One major highlight of the tour was the luncheon since it was prepared by handicapped students. The staff found that this type of initial event was an excellent way to establish strong, positive working relationships and promote understanding with the CETA personnel and teacher-coordinators in their common efforts to create a smooth transition from school to work.

## Contact

Cletus E. Michel  
El Paso Public Schools  
6531 Boeing Drive  
P. O. Box 20100  
El Paso, Texas 79998  
915/779-4093

OR

Dr. Cecil Yvonne Wright  
Coordinator for Equal Access to Vocational Education  
and Technology  
Texas Education Agency  
3002 Maplelawn Circle  
Austin, Texas 78701  
512/475-3129

# Project VOTE: Vocational Opportunity Through Equity

## Program Summary

- Address:** Utah State Board of Education  
Division of Vocational Education  
250 East Fifth Street  
Salt Lake City, Utah 84111  
801/533-5371
- Target Audience:** Educators, students, parents, and employers primarily at the postsecondary level, but extending to junior high and community college levels.
- Occupational Area:** General.
- Description:** Project VOTE is a four-year program designed to promote an awareness of sex equity within the wider educational community in Utah. To facilitate this awareness, the state sex equity coordinator contracted with an instructional specialist at the David O. McKay Institute of Education, Brigham Young University, to produce a set of sex equity instructional modules. Each module is designed for a specific target audience including students, counselors, teachers, parents, and employers. During Year I, prototype modules were developed; these were field-tested in Year II; implementation strategies are being developed in the third year; and in Year IV, the materials will be disseminated. Local schools are participating in each year of project activities.
- Outcomes:** Five instructional modules, some with accompanying slide/sound presentations, have been developed. Titles include Career Conversations, Equity Ideas, Looking Out For Life, Opening Doors to Non-Traditional Employment, and Support Yourself. Five local education agencies (LEA's) participated in the development of the modules; nine LEA's field-tested the materials, and seven will be involved in the development of implementation strategies. In its final year, the project hopes to disseminate the materials in a series of regional workshops for all of Utah's 55 LEA's.
- Funding:** Approximately \$20,000 of Vocational Education sex equity funds have been allocated for each of the four years of Project VOTE activities.



## Setting

The setting for the activities of Project VOTE is the entire state of Utah. Recent statistics indicate that this state leads the nation in the number of school-age children (ages 5-17) for each 100 adults, with an average of nearly 52 for each 100 adults. The total school enrollment during the 1979-80 school year was 332,575, ranking Utah first in the nation in the number of students enrolled in the public schools per adult. The public schools employ approximately 6,700 elementary and 6,100 secondary teachers.

Utah's population is fairly homogeneous, with only approximately 7% of the total school population falling within a minority group classification. In addition, within this state there is a strong emphasis on traditional home and family values. In this context, Project VOTE has been specifically designed to promote an awareness of the importance of sex equity.

## History

The original idea for the thrust and activities of Project VOTE was the brainchild of Utah's sex equity coordinator. When she assumed the position in 1978, there was little activity in the state designed to promote sex equity. The coordinator, having a background in teacher education and vocational education at both the state and university levels, understood that Utah teachers prefer to utilize materials developed or contributed to by educators from within the state. Rather than utilize materials produced by projects outside of Utah, she felt sex equity goals could best be met by having materials developed within the state that would appeal to the local residents. In addition, she felt that these materials should be directed not only to educators, but to students, parents, and employers. Finally, she believed that in order for sex equity ideas to be accepted an incremental approach aimed at developing a cadre of local resource people throughout the state would be most effective.

The coordinator understood, however, that she would need help in developing, implementing, and disseminating sex equity ideas and materials. She, therefore, contracted with an instructional specialist at the David O. McKay Institute of Education, Brigham Young University, experienced in dealing with equity ideas and in developing instructional materials. Although this person has direct responsibility for carrying out project activities, he works closely with the sex equity coordinator in all phases of the project.

## Description

### OBJECTIVES

The overall goal of Project VOTE is the development of a set of instructional materials and strategies that will assist students to expand their career horizons and help them to select careers based on their own unique abilities, interests and values. It will take at least four years to complete the project from initial development to dissemination. In carrying out the project over this time span, project staff have also focused on developing a group of people throughout the state who can serve as resource persons once the project is complete. Specific objectives of the materials themselves vary and will be described in a later section.

### CHARACTERISTICS

Project VOTE materials and activities are aimed at educators, parents, students, and employers in Utah. The materials, focusing on expanding career horizons and making career choices, consist of five module packages. Each has been developed with a specific target audience in mind. The materials are most appropriate for the high school level, although some of the activities can and have been utilized with both junior high and junior college audiences.

### ACTIVITIES

Before describing project activities, it would be useful to describe Project VOTE materials. The module packages include the following:

- Career Conversations: The Career Conversations instructional module includes two separate guides. The first, designed for parents of secondary age students, consists of a series of suggested conversations, for parents to use in helping students make appropriate career choices. Ideas concerning sex equity are blended into the entire series of parent/child conversations. The second manual is designed for counselors or teachers who wish to implement a Career Conversations project in their school and it contains instructions on designing a successful Career Conversations program including the topics of publicity, workshop design, classroom activities, and parent communication techniques.
- Equity Ideas: The Equity Ideas instructional module consists of a trainer's guide to be used by counselors, teachers, or administrators interested in involving the entire school or community in equity education. The module describes a variety of activities for infusing sex equity into secondary school subject areas.

- Looking Out For Life: This module consists of a trainer's guide and a sound/slide presentation. The trainer's guide is designed specially for teachers of career education for use in their program. It contains guidelines for carrying out activities focusing on sex equity and career choice. The sound/slide presentation is directed at secondary students and serves as a stimulator for discussions of career choices.
- Opening Doors to Non-Traditional Employment: This module consists of a sound/slide presentation to be used with employers in the community. The presentation attempts to help employers become more aware of equity considerations and how they affect the appropriate employment of both men and women.
- Support Yourself: This module consists of a booklet and a film-strip designed to help vocational counselors, administrators, and teachers prepare students for the economic realities they face. The booklet also provides information about the rewarding employment alternatives now open to women.

When complete, Project VOTE activities will have taken place over a four-year time span. Each year has been devoted to a series of distinct, but overlapping, activities. These include Phase I (FY 1979) - Development of prototype materials; Phase II (FY 1980) - Field test of materials; Phase III (FY 1981) - Development of implementation strategies and evaluation of the materials; and Phase IV (FY 1982) - Dissemination and statewide educator training.

Overall responsibility for carrying out these activities is the responsibility of the project director at the David O. McKay Institute of Education, who works in close coordination with the sex equity coordinator. The project team has utilized a deliberate strategy of working with educators at the local level in each phase of the project.

In Phase I, five local education agencies (LEA's) participated in the development of the modules. State incentive money was provided to local LEA's for participation. The size of participants' developmental efforts varied. In one instance, the final product represented almost entirely the work of the local district; in others, local educators provided mainly ideas that the Institute team compiled into the final product.

During Phase II, nine LEA's participated in the field testing of Phase I materials, including the development of some new portions of existing materials, development of evaluation forms, and in the revising of materials. A number of these LEA's also participated in Phase I. To secure participants in Phase II, a request for proposals was sent to all LEA's requesting proposals for mini-projects involving the already developed materials.

During Phase III, seven LEA's are participating in the development of implementation strategies and additional evaluation of the materials.

In carrying out this phase, a specific effort was made to involve districts that had not previously participated in project activities. The specific focus of this phase has been on trying to find out how best to implement the materials, the best ways to get them adopted, and where they are most appropriately infused into existing curriculum.

During Phase IV, the materials will be disseminated to all 55 LEA's in the state. A series of regional workshops is planned at this time. As a result of this and prior phases, a group of local educators will have been developed who can effectively utilize the materials to promote sex equity.

#### MATERIALS

At this time, the materials, described in a preceding section, are not available for widespread dissemination to educators outside of Utah. Information on their availability can be obtained from the state's sex equity coordinator (see address at the end of this chapter). In addition, several evaluation instruments have been developed designed to obtain data on sex equity and Project VOTE materials. These include a careers and sex stereotypes checklist, a sex roles instrument, and an equity indicator list. Information about the first two can be obtained from the project director at the David O. McKay Institute of Education; a copy of the equity indicator list is available from the sex equity coordinator.

#### OUTCOMES

The set of field-tested instructional modules and filmstrips is one of the major outcomes of Project VOTE. Eleven LEA's and 17 schools participated in the developmental and field test phases of the project. The schools have included high schools, junior high schools, skills centers, vocational schools, and community colleges. As a result a large number of educators, parents, community members, and students have already been exposed to Project VOTE materials. Additional schools throughout the state will participate in the last two phases of project activities.

#### STAFFING

Both the state sex equity coordinator and the project director have been involved in Project VOTE activities since their beginning. The sex equity coordinator estimates that she devotes about two days a month to the project. The project director spends about one third of his time on Project VOTE. Several graduate assistants have also participated at one time or another in module development and field testing activities. The graduate assistants typically devote about 10 hours a week to the project. During its first phases, a number of educators have also participated in module development or field testing. The amount of time that any one educator in the field has devoted to the project varies greatly; thus, it would be difficult to specify an average time for field participants.



## FUTURE DIRECTION

Project VOTE activities were planned from the beginning to occur in incremental phases; therefore, its final phase will involve dissemination of the materials to all 55 of the state's LEA's. The project staff and the sex equity coordinator will conduct intensive inservice workshops. At this time, workshops are planned in each of the state's five regions. Persons who have participated in the project's first phases will serve as resource persons at these workshops.

To facilitate getting Project VOTE materials into Utah's schools, project staff are investigating the possibility of obtaining approvals that would make the modules adoptable by schools in the state having Title IV-C monies. There is also some discussion about submitting the project for approval by the Joint Dissemination Review Panel (JDRP). Some of the evaluation data that is required for either a JDRP or Title IV-C eligibility and review has already been obtained; additional data will be gathered as the project moves through its final phases.

## REPLICATION

Approximately \$80,000 will be spent over the four years of Project VOTE activities, an expenditure of about \$20,000 for each year. Approximately three-quarters of each year's budget goes to McKay Institute project staff, with the remainder allocated for participating schools. The costs for printing field test versions of the modules and filmstrips has come from the McKay Institute budget; reprinting of the materials and filmstrips in their final form will come from the budget of the sex equity coordinator.

A variety of factors have contributed to the success of Project VOTE activities to date. Because both the sex equity coordinator and project director understand that districts are sometimes hesitant to adopt any set of curriculum materials developed at the state or Federal level, they feel that it is extremely important to have had local educators participate in the development process. Recognition is given to districts and individuals who participate in the project and each module indicates the names of individuals and districts who have been instrumental in its development.

In working with districts, project staff also stress the importance of early identification of individuals who believe in the importance of equity and who can be counted on to carry through on agreed upon activities. Project staff also feel it is important to start local activities with a positive, non-threatening experience. One of the strategies they have found successful in introducing the topic of sex equity is to help districts organize a panel of nontraditional workers who can be found in almost every community. This may require project staff to expend extra effort to understand the nature of jobs and industry in a given community, but they feel it is well worth the effort. All in all, much of the success of the project is due to the willingness of

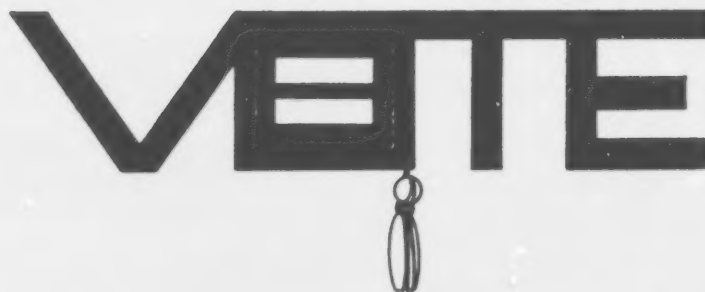
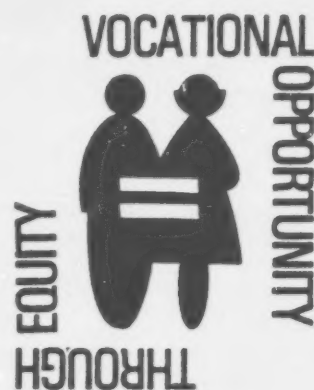
project staff and the sex equity coordinator to be flexible in the way they feel sex equity can be approached and promoted at the local level. They also feel it is important to have material targeted for not only educators, but also students, parents, and employers. In this way, the whole community can participate in promoting sex equity in vocational education.

### Contact

Dr. Russell Osguthorpe  
David O. McKay Institute of Education  
Brigham Young University  
Provo, UT 84601  
801/378-3673

OR

Equal Opportunity Specialist  
Division of Vocational Education  
State Board of Education  
250 East Fifth Street  
Salt Lake City, UT 84111  
801/533-5371



# Recruitment of Students of the Minority Sex into Vocational Program Areas Historically Dominated by One Sex

## Program Summary

- Address:** Richmond Technical Center  
2020 Westwood Avenue  
Richmond, Virginia 23230  
804/780-6811
- Target Audience:** Seventh through tenth grade students in nontraditional vocations.
- Occupational Area:** Cosmetology, auto mechanics, health, electronics, woodworking, clothing, nursing, plumbing, crane operation.
- Description:** The project was designed to develop a model program through which middle and high school students would be informed of the nontraditional training and job opportunities available. It was also to provide a guide for instructors of these vocational students to help them be more aware of the problems that may arise and suggest possible solutions.
- Outcomes:** Nineteen male and 45 female students from all over the Richmond area attended the one day program, which provided exposure to nontraditional vocations and "hands-on" experience with several vocations. Student evaluations of the program were positive and enthusiastic.
- Funding:** Virginia Department of Education: \$3,322 (all was not spent).

## **Setting**

The Richmond Technical Center is an attractive modern facility with up-to-date equipment. As a part of the Richmond area school district, it provides a variety of vocational programs for eleventh and twelfth grade students from the city and county. Students spend a half-day at the center and can earn three elective credits per year.

The local population ranges from affluent in the annexed Chesterfield County area to blue collar in Hanover County and to poor in the central city housing projects. Persuading many women and black students of the desirability of vocational programs is difficult. Black parents, for example, want their children to go to college in spite of narrowed opportunities, and most of the girls are oriented toward traditionally female family roles or occupations.

## **History**

As a result of Federal incentives and requirements of Title IX, the Richmond Technical Center has been trying to recruit both boys and girls into nontraditional fields for some time. At every opportunity, in assemblies, classes, and projects, some mention is made of opportunities in nontraditional vocations. In spite of the concerted and sincere efforts to recruit young men into nursing and cosmetology and young women into electronics, auto mechanics, and building trades, very few students have enrolled in the nontraditional areas. Although parental, counselor, and peer pressure against vocational education is a big factor, the staff feels that the situation results partially from lack of information about vocations by both students and their parents. Therefore, this program was one attempt to better inform both about the offerings at Richmond Technical Center. The program director obtained funds to put on a workshop for counselors and students who had shown some interest in nontraditional vocations.

## **Description**

### **OBJECTIVES**

Generally speaking, the purpose of the program was to develop a viable workshop for middle and high school age students expressing an interest in nontraditional careers. The specific objectives of the program were:

- To include their counselors and parents, if possible, in the workshop;
- To involve the community by inviting a panel of workers to speak to the students;



- To provide "hands-on" experience for the participants with vocational instructors; and
- To raise the awareness of the instructors of vocational programs by providing them with a copy of the Guide for Instructors of The Nontraditional Vocational Student to be compiled as a result of the workshop.

## CHARACTERISTICS

The program was designed for students in the seventh through tenth grades. It was hoped that some of the students might become more interested in nontraditional programs and in attending the vocational school for their eleventh and twelfth grades. Occupations presented in the "hands-on" part of the workshop included auto mechanics, cosmetology, clothing occupations, electricity/electronics, welding, and woodworking. Speakers included a diesel mechanic, a cosmetologist, a painter, a nurse, a carpenter, an auto parts saleswoman/racer, a plumber, and a crane operator.

## ACTIVITIES

After funding was obtained, the project director began to involve school personnel and community leaders in the project. An advisory council consisting of a university faculty member, a community agency representative, the personnel manager of a large business firm, a supervisor of school guidance counselors, and the principal of the school hosting the workshop was formed. Members of the council were all advocates of and well informed about sex-fair practices in vocational education.

Plans were made for the all day workshop to explore training and career opportunities in nontraditional job areas, and a time table was established. Counselors in the various Richmond schools were asked to identify 100 students interested in nontraditional vocational education. Personal invitations were sent to these students and to their parents. The school counselors also received personal invitations.

Nine people representing as many vocations were invited to be a part of a panel at the workshop. There were acceptances from a female diesel mechanic, painter, carpenter, auto parts salesperson/race car driver, plumber, and crane operator and from a male practical nurse and a cosmetologist. A representative from the Virginia Employment Apprenticeship Center who provided a film on Women in Apprenticeship was also invited. Since none were practiced speakers, they were brought together informally to get acquainted and to dispel some of the fears of speaking to such a large group.

In addition to the community involvement, many of the school's resources were used. Students from the drafting and commercial art departments made name tags which displayed vocational choices along with the names. The commercial foods department served cookies and juice at

the morning break. Students of the practical nursing program prepared lunch as a fund raising activity to support their attendance at a convention. Members of the faculty conducted the "hands-on" sessions. The printing department produced the programs and memo pads, and one of the students in the radio and television program taped the workshop program and videotaped the panel presentation.

Sixty-four students in all, 18 male and 45 female, attended the workshop. They were brought by bus from their respective schools. After registration, opening remarks, and information about nontraditional opportunities, students listened to the panel of speakers. This was very popular, and the question and answer period extended beyond the time allotted. During the lunch period, panel members were seated one to a table, allowing students to question them further. The "hands-on" session took place in the afternoon. Students were taken to pre-selected locations for presentations in health occupations, woodworking, clothing occupations, cosmetology, welding, electricity/electronics, and auto mechanics. Instructors had planned activities using their own students as demonstrators or assistants. In some cases the students produced an article such as a pair of bookends. When the program ended, the participants were returned by bus to their own schools.

#### MATERIALS

A brief description of the project can be found in the final report, which is available for the cost of copying and mailing. A few copies of A Guide for Instructors of the Nontraditional Vocational Student are also available on the same cost basis.

#### OUTCOMES

The students' written evaluations of the workshop were very favorable, and 55 out of the 64 asked for additional information about nontraditional vocations. However, the program's success in influencing students to attend Richmond Technical School will not be known until they reach the eleventh grade when they can choose to attend.

#### STAFFING

One counselor worked on the project in addition to her other duties. Being able to draw on the faculty and students of Richmond Technical Center, counselors of area schools, and community and business leaders was a significant factor in the program's success. However, coordination of all the activities did take a great deal of the project director's time over her normal work day.

#### FUTURE DIRECTION

A possibility exists that the program will be repeated at a future date. The project description has been sent to several school districts in Virginia, who are looking at the materials and may replicate the program.

## REPLICATION

This type of a program helps create awareness of nontraditional vocations, and does so at a very reasonable cost. It could also be repeated every year or two and remain interesting to new students coming along. Any reasonably well equipped vocational school could implement the program successfully.

### Contact

Henrietta M. Waters  
Richmond Technical Center  
2020 Westwood Avenue  
Richmond, Virginia 23230  
804/780-6811

OR

Elizabeth Hawa  
Sex Equity Coordinator  
State Department of Education  
Richmond, Virginia 23216  
804/225-2079

# **Non-Traditional Career Information and Counseling Center and Women's Employment Network**

## **Program Summary**

- Address:** South Seattle Community College  
6000 16th Avenue, S.W.  
Seattle, Washington 98106  
206/764-5802
- Target Audience:** Anyone interested in a nontraditional career may use the Center; but it is designed primarily to serve disadvantaged persons who are single heads of households.
- Occupational Area:** Nontraditional vocational careers.
- Description:** The Center is designed to provide clients with information and services that will enable them to obtain training or enter nontraditional occupations. The project offers one-day, nontraditional career exploration workshops; individual career counseling; and aptitude, interest and basic skills assessment. Based on interests, skills level, background and need, individuals are encouraged to participate in "hands-on" experiences in vocational areas and to tour various industries. In addition, support groups are organized and referrals are made to community services.
- Outcomes:** First year statistics are not yet available. The staff has files on 90 clients. Each month the staff receives 250 to 400 telephone calls, makes about 80 personal contacts, counsels about 15 people, and provides workshops for about 40 clients.
- Funding:** Washington Commission for Vocational Education: \$33,000; matching contribution by South Seattle Community College.



## Setting

Within King County, Washington, 80% of all families on public assistance are headed by females. Most of these women would like to get off welfare and find a job that will earn them a comfortable salary. At the same time, employers in the area indicate that there is an insufficient supply of appropriately trained workers in 32% of 327 entry-level positions they identified. In response to this problem, South Seattle Community College (SSCC) started a program combining local employers' needs, low income women's needs, and the college's vocational training and counseling capabilities.

## History

The SSCC campus is located on a 63-acre hilltop tract that overlooks Seattle. It opened in 1970 and has grown to approximately 8,000 full- and part-time students.

Since 1977, SSCC has had an active women's program reaching out to women in the community. An early project was a summer demonstration displaced homemaker program. The program was such a success that the college institutionalized the program, offering it as a regular 10-week, 13-credit course. The college hired a talented coordinator for this program who has had extensive experience in nontraditional careers for women. She was eager to expand the options of displaced homemakers by providing them with special exposure to and counseling in nontraditional careers. The Director of Women's Programs and the coordinator of the displaced homemaker program worked together to create the Non-Traditional Career Information and Counseling Center. By counseling unemployed women who would like to try nontraditional work, the project aids employers who are looking for motivated workers. The college has the vocational capability to train some of these women for jobs.

The project is located in an attractive room adjacent to SSCC's existing Career Center. It is conveniently close to the Office of Women's Programs, counseling, financial aid, testing, and registration services. The Center clients are also able to use the child care service that is available on campus.

## Description

### OBJECTIVES

This project is designed to assist disadvantaged single heads of households acquire nontraditional employment. Specifically, it:

- Provides information on nontraditional careers and jobs to women residing in Seattle and southern King County;
- Provides nontraditional career counseling and career related assessment and testing services;
- Places in jobs or training programs those women who contact the Center and complete the intake assessment form;
- Provides onsite and/or "hands-on" exposure to nontraditional jobs at SSCC and local industrial settings;
- Provides referral services to other community agencies related to nontraditional employment;
- Compiles follow-up data on women who completed intake assessment forms; and
- Increases the number of women enrolled in nontraditional training programs at SSCC.

#### CHARACTERISTICS

Although everyone is eligible to use the Center's services, the project was designed primarily for disadvantaged persons who are single heads of households. The majority of these are women, ranging in age from 25 to 50 years. Typically, they come from the surrounding community and about 30% of them need to complete their high school degrees. Others have bachelor degrees but feel that past career and/or educational accomplishments have not provided the preparation they need.

The Center addresses all of the nontraditional vocational fields. In addition, the counseling and workshop activities treat issues such as career assessment, job readiness topics, nontraditional workplace issues, job searching techniques, and other matters of concern to women pursuing nontraditional fields. The Center refers clients to the large number of vocational training programs at SSCC and to outside training and apprenticeship programs when appropriate.

#### ACTIVITIES

A resident of southern King County may learn about the Non-Traditional Career Information and Counseling Center through the project brochure, word of mouth, a public service announcement, television show, or one of the other publicity efforts that the project staff continually provides. If the resident is interested, she or he may either drop in to the Women's Center or attend one of the information sessions.

The information session is a group counseling process in which participants begin to define their career interests and start formulating methods for pursuing those interests. After attending an information

session, clients can request individual counseling sessions. Those who just drop in can arrange to use the project resource library or the computer terminal. The project coordinator selected, ordered, and organized the library resources during the first months of the project. The library contains books, newsletters, periodicals, pamphlets, and other career and occupational information.

For those who have low reading capabilities or who find a computer-programmed approach to be more fun, there is a computer terminal that provides access to the Washington Occupational Information Service (WOIS) and the University of Oregon's Quest Career Information System. There are also numerous, free flyers, pamphlets, and information sheets on display. Using these resources, a visitor can acquire a substantial amount of helpful career information with a minimum of professional assistance.

Clients complete an intake form and some pursue further testing and counseling. Staff members select appropriate assessment tools such as DAT numerical and mechanical reasoning, Nelson Denny vocabulary, The Personal Management Survey, Strong Campbell Interest/Ohio Inventory, and Edwards Personality Preference Inventory.

For those who decide they have an interest in nontraditional careers, the project provides several means for further exploration. A free, one-day workshop, "Exploring Non-Traditional Careers," presents a group of women who work in various nontraditional jobs. They discuss the advantages and disadvantages of their particular occupations, the working conditions, pay, promotion opportunities, and the training, education and physical ability required. Extra sessions include employer and trainer discussions on the marketplace; booths and demonstrations using the tools of the trade; and discussions of sexism, affirmative action, self-esteem, socialization, and related topics.

A second activity is the Tours of Industry program. Participants walk through different industries, such as a trucking company, a steel manufacturer, a producer of machine parts, or an aerospace industry. During the tours, speakers discuss employment opportunities and entry-level jobs.

The project also provides "hands-on" experiences in the Hands-On Survival Sessions. Three half-day sessions provide experience with different tools in a variety of settings. Not only do participants learn some valuable skills but they also explore career possibilities. The three "hands-on" sessions are carpentry, minor home repair, and auto mechanics. In the carpentry sessions, participants build their own tool boxes from a drawing and discuss wood working occupations. The participants in minor home repair fix broken lamps, toasters, and blenders. They also learn the steps in repairing a leaky faucet and a malfunctioning toilet. The basic auto mechanics session explains the workings of an internal combustion engine, techniques for preventative maintenance, and methods for troubleshooting. They also learn about

SSCC's auto mechanics program. The enrollments in each session are limited to 15 people so the participants actually have time for "hands-on" experiences and can begin developing greater independence through learning these skills.

A broader approach to exploring nontraditional careers is available through a series of 20 videocassettes. Each videocassette lasts 10 minutes and features women working in various nontraditional jobs. A client can borrow these cassettes and view them in the SSCC's instructional media center. The tapes include many onsite interviews, and they present the advantages and disadvantages of nontraditional careers. The Non-Traditional Career Counseling Center staff and the SSCC Audio Visual Department worked jointly to design and produce the tapes.

The project also organizes two support groups. One group consists of women who have assessed their skills and goals and who have decided to pursue nontraditional training or employment. The coordinator facilitates their meetings to enhance mutual support, encouragement, caring, and sharing. Members continue in this group until they enter a job or a training program.

The Women in the Trades Support Group is organized for women who are currently involved in a trade job. Many times, they are the only woman or one of a few women working in a job area. They may experience harassment and/or feelings of isolation. The group addresses these problems as well as more practical issues, such as safety hazards or how to find steel toe boots that fit. Members share their experiences and often provide contacts and/or job leads. These members are also a source of speakers for the project's monthly exploration workshops. A newsletter keeps clients informed of program activities.

Individual services are also available at the Center. Career counseling sessions are provided to assist the individual in making decisions based on her or his strengths, weaknesses, and work values. The Center provides referral services for people wanting nontraditional training and/or employment information. The staff also refers clients to community agencies and services that address the needs of the disadvantaged single head of household. Since medical, housing, day care, legal, financial, and transportation needs all affect a person's ability to gain and maintain employment, the project feels it is crucial to assist people in handling these concerns. The staff provides a copy of The Helping Hand, a guide that clearly presents local resources for these needs.

Participants who have selected employment rather than training take a four-hour job readiness workshop. They learn the importance of regular attendance, appropriate attire, interpersonal communication with peers and supervisors, handling sexual harassment, and similar topics. The project also directs them to a job-finding workshop. At this point, the clients prepare a list of interviews. They arrange to meet with the Center counselor after each of these interviews to review



and analyze effective and ineffective behaviors. The project staff send follow-up questionnaires after a job or training is begun to determine retention rates and ways to improve project services.

## MATERIALS

The Center has produced a number of information sheets: Women and Employment: Some Tips; Someone to Ask Questions: Selected Resources; Women and Men in the Paid Work Force; The Basic Tool Kit; Tools; Searching for a Job in the Construction Industry: Some Tips for Women; The Following Questions Cannot Be Asked Prior to Hiring; Non-Traditional Vocational Programs for Women.

In addition, the program developed the following 10-minute, color videocassettes. They feature women in various nontraditional jobs and often include onsite interviews. The program can duplicate these videocassettes at a reasonable cost; for information contact the project staff. The titles are:

- Women in Weatherization
- Displaced Homemakers
- Women Auto Mechanics
- Women Welders
- Women in Television
- Women in Printing
- Women Bus Drivers
- Women in Ship Building
- Women on the Rail Road
- Women as Dock Loaders
- Women Discuss Non-Traditional Jobs, Parts I and II
- Interviewing for a Non-Traditional Job
- United Parcel Service, Parts I and II
- Women in Transportation: Concrete
- Women in Transportation: Roller Drivers
- Women in Remodeling: Dry Wall
- Women in Remodeling: Carpentry
- Finding Non-Traditional Jobs, Parts I and II
- Five Points to Non-Traditional Work, Parts I and II

Another resource developed by SSCC's Office of Women's Programs is The Helping Hand: A Reference Guide for Services, Agencies and Organizations. This 161-page guide presents local organizations in alphabetical order and has a categorical index that makes it easy to locate appropriate groups by subject. It contains 34 categories, such as counseling, divorce, ethnic, and senior citizens. Each entry provides the address, phone number, days and hours the organization is open, a description, and fees charged.

## OUTCOMES

The project will soon compile statistics on its first year of activities. The staff has developed indepth files on 90 clients and is using the time at the end of the project to follow-up on these people. Sample statistics suggest that about 60 people use the computer career information terminal each month, but these people are not all clients of the project. The Center receives between 250 and 400 telephone calls each month and makes approximately 80 personal contacts. During the Spring 1980 semester, 65 people attended

exploratory workshops. This figure is likely to be unrepresentative since the project was just getting started during that period.

The staff hopes that retention figures will verify the project's approach, which stresses building self-esteem, developing stamina and determination, practicing the skills of the trade, and establishing supports and networks. The staff would also like to investigate more thoroughly the idea of spreading risks and minimizing isolation by placing more than one woman at a single site.

#### STAFFING

The project director contributes about 10% of her time to the Center. The coordinator is full-time, and she has a part-time assistant. They receive about 30% of a secretarial support person's time. A college counselor devotes about 15% of professional time to the Center's clients. In addition, the project uses 80 hours of vocational instructors' time in project activities. The SSCC audiovisual department contributed staff for all the videotaping and production tasks involved in completing the videocassettes.

The addition of a full-time person to handle some of the outreach efforts, publicity, speaking engagements, and workshop coordination would be a substantial benefit, taking some of the pressure off the project coordinator. She would also like to hire the secretary and counselor on a full-time basis.

#### FUTURE DIRECTION

The SSCC campus has recently established a Women's Employment Network (WEN). This project has a performance based contract with CETA to prepare and place CETA-eligible women in nontraditional jobs. A two-week exploration class provides 60 hours on topics such as identification of interests and abilities, familiarization with tools and equipment, job market information, and job search techniques. Participants receive \$3.35 per hour during the training. The project develops networks with women currently employed in the trades, fosters job buddy arrangements, stresses informational interviewing, and presents other strategies to help women secure and maintain employment.

The Non-Traditional Career Information and Counseling Center staff and the WEN staff would like to merge the two projects in the future. They would like non-CETA-eligible women to be able to attend the WEN training and for WEN women to use the Center's resources. The differences in the target populations of the two projects would be retained, however, even if a coordinated project were achieved. The WEN clients would continue to receive a salary and seek entry-level jobs, while the Center participants would not receive salaries and would seek skilled-level jobs.

A primary goal is to increase the time that staff can devote to job development. The staff is observing an increase in employer receptiveness to nontraditional placements and in client interest. They just need the time to develop these situations.

#### REPLICATION

The project director places strong emphasis on the need to establish excellent relations with all levels of campus personnel. She stresses that both campus and project personnel have the same goal--to better serve their students. She started her projects by talking with department heads and building credibility and involvement with them and, consequently, began receiving their support. This support was strengthened by involving key faculty members, asking for their expertise, and creating ownership and pride in the programs.

The director is careful to participate in administrative council meetings and to give recognition to department heads who support the project at these meetings. She also develops ownership in the project by relating project issues to personal concerns such as concerns for a wife or daughter who could end up in displaced circumstances. She encourages additional men to become involved by relating project goals to their experiences.

The more visibility the project receives, the greater is campus pride and support. Consequently, the staff works hard at publicity. They use the campus public information department, prepare highly attractive brochures, maintain an extensive mailing list, and arrange for public service announcements and television coverage. When possible, staff attend labor management, union, and similar luncheons. They also speak at schools and meetings, such as Head Start Mothers and Girl Scouts, always stressing the program's strengths. Too often, staff members can be overly modest and understate their accomplishments. Rather, they should share their expertise whenever possible.

The director recommends institutionalizing programs to ensure their continuity. It is important to understand the politics and structures at an institution so that creative ideas can be converted into projects that will fit and, eventually, become part of the institutional system. This process usually requires modifying ideas so that they are realistic and can be incorporated.

The project staff needs broad personal commitments to withstand the wear, tear, and demands on it. The director plans time for fun and pleasure to compensate for and counterbalance the strain. A dedicated staff is also a means to establishing rapport and connections with both the project's clients and the school's department heads, making it easier to acquire feedback and evaluation data. Furthermore, the staff has the pleasure of learning when their efforts have helped some women to build better lives for themselves.

## **Contact**

Karen Foss, Director; Katey Alexander, Coordinator  
South Seattle Community College  
6000 16th Avenue, S.W.  
Seattle, Washington 98106  
206/764-5802

OR

Beverly Postlewaite, Special Assistant  
Commission for Vocational Education  
State of Washington  
Olympia, Washington 98504  
206/753-5651



**South Seattle Community College**  
**NON-TRADITIONAL CAREER**  
**COUNSELING CENTER**



# Vocational Exploration for Women in Non-Traditional Areas

## Program Summary

- Address:** Kanawha County Schools  
Department of Vocational and Community Education  
200 Elizabeth Street  
Charleston, West Virginia 25311  
304/348-7770
- Target Audience:** Unemployed or under-employed, out-of-school women who have expressed an interest in seeking employment in nontraditional craft or trade areas.
- Occupational Area:** Trade or skilled craft areas, such as air conditioning/heating, auto body, auto counter parts, auto mechanics, building construction, carpentry, diesel, drafting, electricity/electronics, heavy equipment, machine shop, mine maintenance, sheet metal, and welding.
- Description:** Unemployed or under-employed, out-of-school women are recruited to participate in the six-week summer session workshop. They receive specific instruction and information geared to broaden their knowledge of the job requirements and job conditions in nontraditional areas of work, and are informed of employment opportunities in these areas. Following an assessment of their interests and capabilities, participants are advised of the training opportunities available through the schools, and of available support services (counseling, financial aid, job placement) and are assisted in setting career goals and planning individual training programs. Most participants are CETA-eligible and receive assistance for tuition, books, and stipends.
- Outcomes:** Of the 20 workshop participants, 13 are presently enrolled in nontraditional programs of study. In addition, two more of the women intend to enroll in nontraditional programs the second semester. Additionally, two are presently employed in business and industry in nontraditional jobs, two are enrolled in traditional courses, and one has moved from the area.
- Funding:** The Bureau of Vocational Education of the West Virginia Department of Education has provided the program with \$8,500 to run this program. In addition, the participants receive CETA assistance.

## **Setting**

The Kanawha County Schools in West Virginia have over 40,000 students. Vocational enrollment is over 17,000. Thirty-one occupational programs are available in the Vocational Education Department and offered at three separate centers -- Ben Franklin, Carver, and Garnet.

The Charleston area population is approximately 250,000, with a per capita personal income of just over \$6,000 in 1976 (latest statistic available). Historically, the economic base for the area has been in the non-manufacturing sectors of employment.

## **History**

Following discussions about the feasibility and desirability of providing information on nontraditional jobs to women, the assistant superintendent and the project coordinator proposed a program to help women evaluate nontraditional work. In this way they could decide whether or not such jobs were right for them. The Bureau of Vocational Education, West Virginia Department of Education, funded the program.

## **Description**

### **OBJECTIVES**

The purpose of the program is to recruit and enroll unemployed or under-employed, out-of-school women who have expressed an interest in seeking employment in nontraditional craft or trade areas. The following are specific objectives:

- To broaden the program participants' knowledge of the job requirements and job conditions in the nontraditional areas;
- To increase the participants' awareness of employment opportunities available for women in nontraditional areas;
- To advise participants of the difficulties that may be encountered by women seeking employment in nontraditional areas and of the advantages to be derived from such employment;
- To provide opportunities for participants to make an assessment of their interests and capabilities;
- To advise participants of the training opportunities available through Kanawha County Schools Vocational Education Department

and the support services (i.e., counseling, financial aid, and job placement services) that are available; and

- To assist the participants in setting career goals and in making realistic plans for obtaining training in the area of choice.

#### CHARACTERISTICS

The program is specifically designed for women who have finished high school and have expressed interest in learning about nontraditional craft or trade areas. However, support services for obtaining a GED are also available.

#### ACTIVITIES

Two weeks were necessary at the beginning of the program for such tasks as promotion and selection of participants. Specific "hands-on" experience was provided four days per week for the next four weeks.

One day per week was devoted to a general session, including such activities as:

- The job placement specialist conducted a general workshop devoted to assisting the program participants in setting realistic employment goals and in developing a personal training and employment plan. These plans were specific, detailed, and included time frames, financial requirements, and resources. Prospective employers were also identified.
- Activities were designed to familiarize participants with the job descriptions of various positions.
- Participants were given an opportunity to speak with personnel directors representing local industries that currently have women working in nontraditional jobs.
- A union representative addressed the group.
- Members of the group who had previously worked in nontraditional jobs acted as resource persons in discussions concerning job requirements and conditions. Several films and slide presentations were shown depicting women workers in nontraditional areas.

The largest block of time was devoted to giving the participants actual "hands-on" experiences. Participants reported to the class on the area they wished to explore and then received actual shop instruction from the regular instructor for that class. Participants could explore as many different areas as they desired, though most chose an area and remained in that area for the entire program.

Individualized counseling was provided to assist the participants in assessing their interests and abilities. The vocational instructor for

each of the chosen areas of exploration made a written evaluation of each participant's progress in her trade area.

#### MATERIALS

No materials were developed as part of this program. However, the project report and an outline of the contents of the sessions are available.

#### OUTCOMES

Of the 20 workshop participants, 13 are presently enrolled in nontraditional programs of study, two more will enroll in the next semester, two have nontraditional jobs in business and industry, two are enrolled in traditional courses. The one unaccounted for has moved from the area.

#### STAFFING

The program's coordinator spent six weeks organizing and coordinating the program. This person is employed by the school district and was assigned full-time to the project, but only on a "temporary" basis. Secretarial assistance was also provided. The staff of the vocational-technical centers provided the "hands-on" training as part of their normal school day. Several guests were brought in to discuss selected topics, such as job opportunities, counseling availability, and financial assistance.

#### FUTURE DIRECTION

Funding has been secured to repeat the program during Summer 1981. The women who participated in the first funding cycle are enrolled in courses and are on their way to becoming employed in nontraditional jobs.

#### REPLICATION

If the proper facilities are available -- i.e., vocational-technical schools -- and they are willing to have students participate in their classes for a four-week period, the program is easy to replicate. And because of its short duration, the cost of running this program is minimal. Assistance is necessary from representatives of the community in providing information, resources, and speakers.



### **Contact**

Dennis Davis, Assistant Superintendent  
Vocational and Community Education  
Kanawha County Schools  
200 Elizabeth Street  
Charleston, West Virginia 25311  
304/348-7770

OR

Marlene Grady  
Vocational Education Sex Equity Coordinator  
State Department of Education  
1900 Washington Street, East  
Charleston, West Virginia 25305  
304/348-6315

# Milwaukee Career Orientation and Women's Bureau

## Program Summary

**Address:** Milwaukee Area Technical College  
1015 N. Sixth Street  
Milwaukee, Wisconsin 53203  
414/278-6672

**Target Audience:** Adult women, displaced homemakers.

**Occupational Area:** Counseling and Support Services.

**Description:** Three programs of the Career Orientation and Women's Bureau at the Milwaukee Area Technical College (MATC) provide assistance related to sex equity. Support Services offers counseling for adults in transition. The staff also conducts workshops on sex stereotyping and nontraditional career options for women. The Pre-Apprenticeship Training program helps to place minority women and men in a Welding and Machine Shop Program for Minorities that is run by the Technical and Industrial Division at MATC. Support groups and individual counseling is made available to those who are placed. The Life Coping for Displaced Homemakers program is targeted toward women who have lost their economic base through death or divorce.

**Outcomes:** From July 1979 through June 1980, MATC's Career Orientation and Women's Bureau served 3,638 participants. Two conferences, planned in collaboration with other groups, served 2,200 participants. Of the remaining 1,458 Bureau participants, 234 were individual clients, 247 were group counseling participants, and 957 were workshop participants.

**Funding:** In 1979-80, Federal Vocational Education funding, through the state, included \$114,066 for the Career Orientation and Women's Bureau. In 1980-81, Federal Vocational Education funding, through the state, included \$35,474 for the Career Orientation and Women's Bureau under Section 120 - Support Services for Women and Programs for Displaced Homemakers. The Life Coping for Displaced Homemakers program is funded through Title I, Higher Education Act of 1965. The Career Orientation and Women's Bureau also has received small grants from Althrusia of Milwaukee, Wisconsin, Inc. for emergency student needs (e.g., money to enable a student to buy books).

## Setting

The Milwaukee Area Technical College (MATC) was founded in 1912 as the Central Continuation School. The MATC District was formed between 1969 and 1971. The mission of the College is to help adults acquire the knowledge and skills they need to reach their educational goals. MATC provides vocational, technical, and adult education for entry-level positions in business and industry, retraining for a new job, advancement in a chosen career field, a grade school or high school diploma, one or two years of a college education, and personal enrichment.

MATC offers 65 associate degree programs, 80 vocational certificate or diploma programs, an adult high school, apprenticeship-related instruction, special programs and services, and institutes and workshops for personal or occupational development. MATC operates four major campuses, one in the downtown area, a North Campus Center, a West Campus Center, and a South Campus Center.

## History

The Career Orientation and Women's Bureau of MATC was initiated in April 1978. Its major accomplishments as of June 30, 1979, were referral and resource development; active participation on the boards of several local organizations; Women's Crisis Line; rapport and good working relations with many agencies in the district; development of a pre-apprenticeship program for counseling, testing, and referral of clients for placement on nontraditional jobs in corporations and businesses; continued development of a nontraditional career materials center through securing books, slides, tapes, and films; development and implementation of "Creating New Images," an inservice program on eliminating sex bias and sex stereotyping for district and staff with one Professional Department Credit awarded for completion; development and implementation of a needs assessment instrument for the district; development of curricula for seven career orientation counseling groups; development of an Internship Program for graduate student field work experience; and initiation of a Career Orientation Day to introduce adults in the district to the services of the Bureau and to MATC.

Three specific efforts are the focus of this program description. They are the Support Services provided through the Career Orientation and Women's Bureau of MATC; the Pre-Apprenticeship Counseling program that serves the Welding and Machine Shop Program for Minority Women and Men at MATC; and the Life Coping for Displaced Homemakers program. The first two of these three programs are funded through Federal Vocational Education monies. The Life Coping program is funded through Title I, Higher Education Act of 1965.

## Description

### OBJECTIVES

For the Support Services project, the major objectives are to provide individual counseling, group counseling, workshops, and referral and informational services on all four campuses with an emphasis on nontraditional occupations and opportunities. The objective of the Pre-Apprenticeship Counseling program is to counsel and place economically disadvantaged males and females in the Welding and Machine Shop program and to enable them to enter the industrial work force in nontraditional areas. The objective of the Life Coping for Displaced Homemakers program is to help women gain control of their lives and establish economic and social stability.

### CHARACTERISTICS

All three of these programs are targeted toward adults. The Support Services project provides services primarily for mid-career women and displaced homemakers. The Pre-Apprenticeship Counseling program is targeted toward single parent persons, particularly welfare recipients. The Life Coping program is targeted toward women who have lost an economic base through death or divorce (displaced homemakers).

### ACTIVITIES

The group guidance sessions provided by the Support Services project center around self awareness, career/life planning, and action programming such as dealing with stress and assertiveness training. Workshop topics have included "The Positive Woman," "New Directions for Women and Men," "Career Tryout Day for Women," and "Self Esteem is Everybody's Concern." A faculty and staff inservice program, "Creating New Images," permits earning one Professional Development Credit for completion of study on eliminating sex bias and sex stereotyping.

The Pre-Apprenticeship program includes a battery of tests, similar to that given by an employer, and individual counseling on the results of the tests. Participants also observe the work of welders, machinists, and others in apprenticeable trades. Based on the outcome of the tests and counseling, letters of recommendation for placement for training with industries and companies are provided. Opportunities for "hands-on" experience are also a part of this program, as are weekly support group meetings and individual counseling after being placed in training.

The Life Coping for Displaced Homemakers program provides workshops and individual counseling. Clients come to the program through referrals by counselors, teachers, court commissioners, health providers, the Court of Conciliation, judges, and friends and relatives. An initial intake interview includes obtaining data, discussing alternatives, and making recommendations. Clients are referred to various agencies within the



MATC complex, other community agencies, to the information center within the Bureau, and to the Bureau's Support Services program.

#### MATERIALS

Various brochures are available.

#### OUTCOMES

From July 1979 through June 1980, MATC's Career Orientation and Women's Bureau served 3,638 participants. Two conferences, planned in collaboration with other groups, served 2,200 participants -- 2,000 in a three-day "Woman to Woman" conference and 200 in a regional two-day conference on displaced homemakers. Of the remaining 1,458 Bureau participants, 234 were individual clients, 247 were group counseling participants, and 957 were workshop participants. Twelve counseling groups met during this period and some 15 workshops and seminars were offered. In addition to the in-person services, the Bureau responded to 1,579 telephone calls. Eighteen of the 20 women who were placed via Pre-Apprenticeship Counseling in the Welding and Machine Shop program completed the training and were placed in the Milwaukee area.

From July 1980 through April 1981, the Life Coping program served a total of 165 clients: 116 displaced homemakers and 49 non-displaced homemakers. Eighty-four of the clients were females and about 56% were over the age of 30.

#### STAFFING

One person directs all the functions of the Career Orientation and Women's Bureau, including the three programs described here. In addition there is one full-time student services specialist and five part-time guidance specialists.

#### FUTURE DIRECTION

The interaction with the services available at MATC and with community agencies are the strengths of these programs. By serving a "brokering" function in providing one place where people can come to find out about all sorts of services that they need, the Support Services program, the Pre-Apprenticeship Counseling program, and the Life Coping program have an effect far beyond what could be expected from a small staff. This sort of cooperative effort will become more and more important to educational agencies in the future. MATC staff hope to be able to continue to provide such a focal point.

#### REPLICATION

Vocational education funding in 1979-80 provided \$114,066 for the Career Orientation and Women's Bureau program. For 1980-81, the Career

Orientation and Women's Bureau received \$35,474 through Support Services for Women and Programs for Displaced Homemakers vocational education funding. The funding for the Life Coping program came through Title I, Higher Education Act of 1965.

In order to replicate these programs, it would be necessary to have access to a wide variety of support services through the education agency including nontraditional training programs such as the Welding and Machine Shop program, and also to have access to a wide variety of community agencies.

### **Contact**

Marion I. Medley  
Career Orientation and Women's Bureau  
Milwaukee Area Technical College  
1015 N. Sixth Street  
Milwaukee, Wisconsin 53203  
414/278-6672

OR

Mary B. Thompson  
Sex Equity Coordinator  
Vocational Technical Adult Education Board  
4802 Sheboygan Avenue  
Madison, Wisconsin 53702  
608/266-1724

**THE  
POSITIVE  
WOMAN**



## STATE VOCATIONAL EDUCATION SEX EQUITY COORDINATORS

Ann Turnham Smith  
Supervisor, Sex Role Stereotyping  
Division of Vocational Education  
State Department of Education  
Montgomery, Alabama 36130  
205/832-5776

Harvey Cronett  
Coordinator, Sex Fair Programs  
Pouch F - Alaska Office Building  
Juneau, Alaska 99801  
907/465-2980

Specialist, Sex Stereotyping  
Division of Career and Vocational  
Education  
State Department of Education  
1535 West Jefferson Street  
Phoenix, Arizona 85007  
602/255-5375

Janice Gresham  
Supervisor, Sex Equity Program  
Vocational Education  
State Department of Education  
West Education Building, Room 409-D  
Little Rock, Arkansas 72201  
501/371-2974

Connie Gipson  
Consultant  
State Department of Education  
Vocational Education  
721 Capitol Mall, 4th Floor  
Sacramento, California 95814  
916/445-5079

Pat Goggins  
Supervisor, Sex Equity  
Division of Occupational Education  
State Board for Community Colleges  
and Occupational Education  
207 State Services Building  
Denver, Colorado 80203  
303/839-3011

Carole Aiken  
Consultant/Sex Equity  
Division of Vocational Education  
State Department of Education  
Box 2219  
Hartford, Connecticut 06115  
203/566-3430

Carol O'Neill Mayhew  
Coordinator, Sex-Equity Program  
State Department of Education  
Dover, Delaware 19901  
302/678-4885

Eunice Wright Jones  
Director  
Office of Sex Equity in Vocational  
Education  
District of Columbia Public Schools  
415 12th Street, N.W.  
Washington, D.C. 20004  
202/724-4218

Charlotte Carney  
Vocational Education Equity Specialist  
Division of Vocational-Technical  
Education  
State Department of Education  
Knott Building  
Tallahassee, Florida 32304  
904/488-7695

Loydia Webber  
Vocational Education Equity Coordinator  
Office of Special Activities  
231 State Office Building  
State Department of Education  
Atlanta, Georgia 30334  
404/656-6721

Barbara White  
Coordinator of Special Services  
Office of the State Director of  
Vocational Education  
University of Hawaii  
2327 Dole Street  
Honolulu, Hawaii 96822  
808/948-7461

Lianne McAllister  
Vocational Education Equity  
Coordinator  
State Department of Education  
Len B. Jordan Building  
650 West State Street  
Boise, Idaho 83720  
208/334-3210

Jane Adair  
Sex Equity Supervisor  
Illinois State Board of Education  
Department of Adult, Vocational  
and Technical Education, E 425  
100 North First Street  
Springfield, Illinois 62777  
217/782-5098

Nancy Moller  
State Coordinator for Reduction  
of Sex Bias  
State Board of Vocational and  
Technical Education  
401 Illinois Building  
17 West Market Street  
Indianapolis, Indiana 46204  
317/232-1810

Beverly Gillette  
Sex Equity Coordinator  
Department of Public Instruction  
Grimes State Office Building  
Des Moines, Iowa 50319  
515/281-8584

Corena Mook  
Vocational Equity Specialist  
State Department of Education  
120 East 10th Street  
Topeka, Kansas 66612  
913/296-2091

Betty Tipton  
Vocational Opportunity Coordinator  
State Department of Education  
Capitol Plaza Towers, Room 1017  
Frankfort, Kentucky 40601  
505/564-2896

Joy Joseph  
Coordinator  
Sex Equity Programs  
Division of Vocational Programs  
State Department of Education  
P. O. Box 44064  
Baton Rouge, Louisiana 70804  
504/342-3522

Edward Maroon  
Affirmative Action Officer/Vocational  
Education  
Department of Educational and  
Cultural Services  
Augusta, Maine 04333  
207/289-2796

Jill Moss Greenberg  
Vocational Equity Specialist  
Vocational Education Division  
State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201  
301/659-2566

Kathleen Atkinson  
Sex Equity Coordinator  
Division of Occupational Education  
State Department of Education  
31 St. James Avenue  
Boston, Massachusetts 02116  
617/727-8140

Sara Ann Lincoln  
Vocational Education Sex Equity  
Coordinator  
Vocational-Technical Education Services  
P. O. Box 30009  
Lansing, Michigan 48909  
517/373-3370

Donna Boben  
State Coordinator for Expanded  
Career Choices in Vocational Education  
State Department of Education  
Capitol Square Building  
St. Paul, Minnesota 55101  
612/296-1866



Shirley Haggard  
Program Officer  
State Department of Education  
P. O. Box 771  
Jackson, Mississippi 39205  
601/354-6805

Georganna Hargadine  
Vocational Education Equity  
Coordinator  
State Department of Education  
P. O. Box 480  
Jefferson City, Missouri 65101  
314/751-3872

Sally Moore  
Sex Equity Consultant  
Vocational Education Department  
Office of Public Instruction  
State Capitol  
Helena, Montana 59601  
406/449-2087

Marge Hatheway  
Director  
Equal Vocational Opportunity  
State Department of Education  
301 Centennial Mall South  
Lincoln, Nebraska 68509  
402/471-2441

Director  
Elimination of Sex Bias and Sex  
Stereotyping  
Vocational Education  
State Department of Education  
400 West King Street  
Carson City, Nevada 89701  
702/885-5700

Nishma Duffy  
Consultant in Equal Access Education  
Division of Vocational/Technical  
Education  
State Department of Education  
105 Loundon Road  
Concord, New Hampshire 03301  
603/271-2383

Jacqueline Walker  
Director, Office for Equal Access  
Vocational Education  
State Department of Education  
225 West State Street  
Trenton, New Jersey 08625  
609/292-2212

Janice Hightower  
Coordinator, Equal Vocational Opportunity  
Program  
Vocational Education Division  
State Education Building  
Santa Fe, New Mexico 87503  
505/827-3151

Mary Ann Etu  
Equity Coordinator  
State Department of Education  
Twin Towers Room 1605  
Albany, New York 12230  
518/473-7892

Gary L. Ridout  
Consultant for Sex Equity in Vocational  
Education  
Division of Equal Education  
Educational Building  
Raleigh, North Carolina 27611  
919/733-7048

Doris Jacobs  
Coordinator for Sex Equity  
Department of Community Colleges  
Raleigh, North Carolina 27611  
919/733-2122

Nancy Thorndal  
Educational Equality Coordinator  
North Dakota State Board for  
Vocational Education  
900 East Boulevard Avenue  
Bismarck, North Dakota 58501  
701/224-2678

Nancy Smith Evans  
Supervisor, Sex Equity  
Division of Vocational Education  
Ohio Departments Building  
65 South Front Street  
Columbus, Ohio 43215  
614/466-3430

Candy Gray  
Director, Educational Equity Services  
State Department of Vocational  
Technical Education  
1515 West Sixth Avenue  
Stillwater, Oklahoma 74074  
405/377-2000

Joan Siebert  
Equal Opportunity Specialist  
Vocational Equal Education Opportunity  
State Department of Education  
700 Pringle Parkway, S.E.  
Salem, Oregon 97310  
503/378-3567

Jacqueline Cullen  
Coordinator  
Vocational Education Equity Program  
(VEEP)  
State Department of Education  
333 Market Street  
Box 911  
Harrisburg, Pennsylvania 17126  
717/783-8506

Carmen Rivera  
Sex Equity Coordinator  
Department of Education  
Vocational and Technical Education  
Program  
P. O. Box 759  
Hato Rey, Puerto Rico 00919  
809/753-9128

Linda M. Greenwood  
Sex Equity Specialist  
Bureau of Vocational-Technical  
Education  
State Department of Education  
22 Hayes Street  
Providence, Rhode Island 02908  
401/277-2691

Annie Winstead  
Consultant in Sex Equity  
Division of Vocational Education  
State Department of Education  
Rutledge Building  
Columbia, South Carolina 29201  
803/758-3156

Larry Lyngstad  
Equality in Vocational Education  
State Department of Education  
State Office Building No. 3  
Pierre, South Dakota 57501  
605/773-4714

Equal Vocational Opportunity Coordinator  
State Department of Education  
Division of Vocational-Technical Educa-  
tion  
213 Cordell Hull Building  
Nashville, Tennessee 37219  
615/741-3059

Cecil Yvonne Wright  
Coordinator for Equal Access to  
Vocational Education and Technology  
Texas Education Agency  
3002 Maplelawn Circle  
Austin, Texas 78701  
512/475-3129

Barbara Hales  
Equal Opportunity Specialist  
Division of Vocational Education  
State Board of Education  
250 East Fifth Street  
Salt Lake City, Utah 84111  
801/533-5371

Noreen O'Connor  
Sex Equity Coordinator  
Vocational-Technical Education  
State Department of Education  
Montpelier, Vermont 05602  
802/828-3101

Elizabeth Hawa  
Sex Equity Coordinator  
State Department of Education  
Richmond, Virginia 23216  
804/225-2079

Beverly Postlewaite  
Specialist Assistant  
Commission for Vocational Education  
State of Washington  
Olympia, Washington 98504  
206/753-5651

Marlene Grady  
Vocational Education Sex Equity  
Coordinator  
State Department of Education  
1900 Washington Street, East  
Charleston, West Virginia 25305  
304/348-6315

Mary Thompson  
Sex Equity Coordinator  
Vocational Technical Adult Education  
Board  
4802 Sheboygan Avenue  
Madison, Wisconsin 53702  
608/266-1724

Barbara Bitters  
Sex Equity Coordinator  
Department of Public Instruction  
125 South Webster Street  
Madison, Wisconsin 53702  
608/267-9252

Verlyn Velle  
Vocational Education Sex Equity  
Coordinator  
State Department of Education  
Cheyenne, Wyoming 82002  
307/777-7411

# INDEX

(Each number refers to the first page of a program.)

academic work, 1, 107, 131, 213,  
225, 247

career guidance, 33, 77, 119, 131,  
149, 155, 199, 213, 247, 283,  
297, 307, 313

counseling, personal, 1, 33, 45,  
51, 77, 107, 125, 149, 171, 185,  
199, 247, 253, 265, 275, 313

job readiness training, 1, 41, 51,  
71, 77, 125, 149, 171, 199, 213,  
247, 253, 275, 297, 307

## materials

*activity packet*, 7, 41, 83, 89,  
149, 247  
*audiovisual*, 7, 67, 71, 77, 83,  
107, 213, 225, 283, 297  
*bibliography*, 7, 101  
*brochure*, 7, 155, 265, 313  
*curricula*, 33, 125, 137, 149,  
179, 219, 265, 283  
*directory*, 41, 125, 155, 163, 219,  
297  
*games*, 193  
*handbook*, 17, 89, 101, 107, 125,  
155, 205, 213, 233, 283  
*information packet*, 27, 265,  
297  
*newsletter*, 27, 193, 219, 233,  
265  
*text/workbook*, 225  
*training manual*, 71, 107, 137,  
143, 155, 179, 193, 233, 283

nontraditional career exploration,  
1, 7, 17, 33, 57, 63, 67, 77,  
83, 119, 131, 137, 149, 155, 213  
253, 275, 291, 297

nontraditional career training,  
17, 27, 51, 57, 63, 71, 83, 95,  
107, 119, 125, 185, 199, 213,  
247, 261, 265, 275, 307

preapprenticeship training, 27,  
95, 125, 275, 313

resource library, 27, 219

sex equity awareness training, 7,  
17, 67, 137, 143, 155, 163,  
179, 185, 193, 205, 233, 265,  
283

## target audience

*administrators*, 7, 83, 101, 113,  
205, 219, 233  
*business and industry personnel*,  
7, 17, 41, 83, 233, 283  
*career and guidance counselors*,  
7, 83, 89, 143, 155, 219  
*CETA-eligible*, 1, 57, 71, 77,  
83, 95, 107, 125, 213, 278,  
307  
*community*, 7, 17, 83, 113, 233,  
283  
*displaced homemakers*, 1, 41, 51,  
107, 125, 149, 171, 213, 225,  
247, 253, 267, 297, 313  
*handicapped and special educa-  
tion students*, 83, 131, 199,  
225, 275  
*incarcerated women*, 63  
*minorities*, 33, 71, 199, 313  
*parents*, 7, 83, 233, 283  
*postsecondary education faculty  
and staff*, 17, 89, 113, 163,  
241, 283  
*postsecondary education students*,  
17, 155, 163, 225, 283  
*pregnant teenagers and teenage  
parents*, 33  
*rural women*, 155  
*school board members*, 101, 205  
*secondary education faculty and  
staff*, 7, 83, 89, 101, 137,  
179, 233, 283  
*secondary education students*, 7,  
33, 67, 119, 131, 137, 143,  
155, 179, 185, 233, 241, 275,  
283, 291  
*single parents*, 33, 149, 199,  
225, 297  
*vocational education adminis-  
trator*, 101



target audience (cont.)

*vocational education faculty and staff, 7, 17, 193, 205, 219, 233, 241*

*women assembly-line workers, 261*

technical assistance

*coordination, 7, 73*

*dissemination, 7, 219*

*evaluation, 7, 17, 113, 241*

*referrals, 171, 199, 253, 297*

*resource center, 107, 171, 233*

*sex equity awareness, 7, 17,*

*83, 89, 113, 125, 137, 143,*

*163, 179, 193, 205, 233, 241,*

*283*

*staff development, 7, 17, 83,*

*89, 101, 113, 125, 137, 179,*

*193, 205, 219, 233, 241, 283*

workshops, seminars, mini-courses

*career exploration, 1, 107, 199, 291*

*conferences, 101, 143, 171, 194*

*job preparation, 41*

*nontraditional job exploration*

*and preparation, 7, 27, 67,*

*83, 107, 219, 291, 297, 307,*

*313*

*sex equity awareness training,*

*67, 205, 219, 233, 313*